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ABSTRACT

Bilingual education and the teaching of foreign languages are the topics of this issue. Several columns discuss programs and services of the Board of Cooperative Educational Services of Nassau County. In bilingual education, the following articles are included: (1) "Regents Position Paper: Title VII Guidelines"; (2) "From SED - A Firm New York State Priority"; (3) "The Future of Language Teaching and Language Learning"; (4) "Bilingual/Bicultural Project at Nassau BOCES"; (5) "Local Ethnic and Language Radio Programming"; (6) "BOCES Occupational Education and Special Education"; (7) "An Inventory for Student Assessment"; (8) "Bilingual Education - Here to Stay?" In foreign language teaching the following articles are presented: (1) "From SED - A Student-Centered Modern Foreign Language Curriculum"; (2) "Second-Language Goals Must Be Broadened"; (3) "Languages and Administrators"; (4) "Advanced Placement a la Massapequa"; (5) "FLES in Hicksville"; (6) "A Look at Latin"; (7) "Gifted Students, Many Languages, One Coordinator"; (8) "Student Exchange Programs: A Positive Evaluation"; (9) "Articulation: Adelphi U and Malverne HS"; (10) "Dual Preparation for Foreign Language Teachers"; (11) "Reading Specialist Looks at Teaching Languages"; (12) "ESL Program in Lynbrook"; (13) "Screening Process for Foreign Language Students in Nassau"; (14) "Career Education in Foreign Languages." (CHK)

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TIME FRAME

Vol. 5 — No. 1, WINTER-SPRING 1976

Nassau Regional Office for Educational Planning BOARD OF COOPERATIVE EDUCATIONAL SERVICES OF NASSAU Division of Research and Development

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FOREIGN LANGUAGES

bilingual education and the teaching of foreign languages

2

A note on this issue

Immigration patterns have changed drastically—more than an entire generation of teachers knew almost no immigrants. Today's school people must learn to shift with the times, to apply the most recent technology to the new curriculum area of bilingual education. The future of this country is its people. The concept and implementation of bilingual education has made many Americans think twice about their own linguistic heritage, and perhaps in a larger vein, about the purpose of learning and of education.

Although confronted with opposite ends of the same education system—declining enrollment in foreign languages, yet increasing numbers of bilingual students—good teachers do work to maintain successful teaching styles.

In preparing this issue of TIME FRAME on bilingual education and the teaching of foreign languages, school people are not reacting to a mandated test, as was the basis of two previous issues of the magazine—on reading and mathematics—but to societal change.

Its editor, Arlene B. Soifer, observes that both facets of the topic make the point, but only by inference, that in the face of external pressures, thoughtful people strive to maintain quality education. From the perspective of her other curriculum activities, she found that concerns for effective teaching, curriculum decisions, flexible use of materials and individualization, motivated both. It was rewarding to see, also, after some limited interface between bilingual teachers and foreign language teachers that a common satisfaction was revealed by people who share a personal asset that they want to communicate to their pupils, the image of a two-language or bilingual person as proud and enriching.

Those very same students who may demur at studying a foreign language are often the first to express a zestful interest in distant travel, in absorbing a "not-American" lifestyle, in adopting exotic fashions, and in craving foreign food and driving foreign vehicles.

Continued on page 65

CONTENTS

ARLENE B. SOIFER, EDITOR

COLUMNS

Right to Read 1
Cooperative Area Program (CAP) 2
Communications Services 2
Nassau Educational Resource Center (NERC) 3
Optional Education Program (OEP) 57

BILINGUAL EDUCATION

Regents Position Paper; Title VII Guidelines .... Back Cover
From SED—A Firm New York State Priority 4
The Future of Language Teaching and Language Learning 5

Bilingual/Bicultural Project at Nassau BOCES

  A Regional Approach: An Overview of Nassau BOCES Project 6
  Survey Assesses Bilingual Needs in Nassau County 7
  Counseling Services 9
  Project Resource Center 11
  Continuous Curriculum Work 13
  Staff Development 15
  Community and School 16
  Community Services 17
Local Ethnic and Language Radio Programming 17
BOCES Occupational Education and Special Education 18
An Inventory for Student Assessment 19
Bilingual Education—Here to Stay? 22

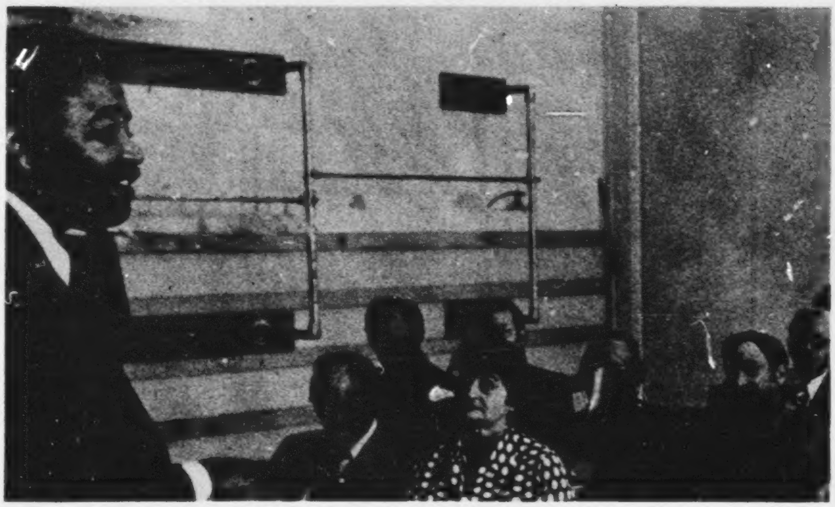
TEACHING OF FOREIGN LANGUAGES

From SED—A Student-Centered Modern Foreign Language Curriculum 23
Second-Language Goals Must Be Broadened 25
Languages and Administrators 26
Advanced Placement à la Massapequa 28
FLES in Hicksville 30
A Look at Latin 32
Gifted Students, Many Languages ∴ One Coordinator 34
Student Exchange Programs: A Positive Evaluation 35
Articulation: Adelphi U and Malverne HS 37
Dual Preparation for Foreign Language Teachers 38
Reading Specialist Looks at Teaching Languages 39
ESL Program in Lynbrook 40
Screening Process for Foreign Language Students in Nassau 42
Career Education in Foreign Languages 44

VIEWS FROM PUBLISHERS AND DISTRIBUTORS

Methodology and Foreign Language Materials (McGraw-Hill Book Co.) 45
Development of Foreign Language Materials (Harcourt Brace Jovanovich) 46
Communication Should Take Priority (Macmillan Publishing Co.) 48
Criteria in Selecting Bilingual Materials (Multi-Mondo Books) 48
Developing Bilingual Materials (Santillana Publishing Co.) 49
A Challenge to Publishers (The Bilingual Publications Co.) 50

Right to Read—Content and Reading



For the 1975-76 school year, Right to Read funds from the State were awarded to Nassau BOCES based on its training program design. Targeted for administrators, the Right to Read design for 15 training sessions met State criteria for emphasized content training. Opening sessions were conducted by specialists in administrative planning, needs assessment, school climate, evaluation, with principals the prime attendees. Bureau of Reading Education Associate, Mrs. Frances Morris, attended several sessions as a resource person. Subsequent sessions were amplifications and in-depth studies of the reading needs of participating districts. This culminated in a walk-through of the State-issued planning manual for Right to Read. Nine Nassau districts signed on as Right to Read districts, triple the previous number, according to Arlene B. Soifer, Nassau BOCES Right to Read Coordinator. An average of 18 districts sent administrators and/or reading personnel to Right to Read training.

The second Inservice Reading Resource Kit (ALERT) published by SED was reprinted by BOCES for all R&D districts. Individualized district or building staff development designs were worked on, with consultant/resource personnel as a further thrust in improving reading in content area.

The training culminated with a day devoted to four notable Reading Improvement Through the Arts (RITA) programs in the State—Title III and Title I based, which generated many challenging ideas to 50 music and art personnel in Nassau districts. The final Right to Read meeting, scheduled for late May, will be an All workshop session. Topic is "Individualizing for Students." Reading consultants will work with department chairpersons.

At present, Right to Read parameters for 1976-77 have not been set. We trust that if they are received, Nassau BOCES can again plan a helpful and vigorous series of training sessions.

TF

A Cooperative Area Program (CAP) Planning Council, consisting of volunteers from among the research and development coordinators, was formed the summer of 1974 in response to the New York State Education Department (SED) interpretation of "sharing" within CAP programs.

Two results of this new emphasis on sharing among districts have been the formation of interdistrict leadership teams, and the appointment of part-time curriculum leadership specialists who are working as consultants on curriculum and staff development to implement CAP.

Adaptation of Nassau CAP organization and procedures to meet the SED's recommendations evolved through a series of meetings, supplemented by independent work by individuals.

Dr. Clay Bishop, Associate in the SED Bureau of School District Organization, met with the BOCES Research and Development CAP Planning Council to explain the State's interpretation of

Continued on page 55

COMMUNICATION SERVICES

The course in television studio operations offered by BOCES Division of Occupational Education began its third year last fall in new quarters at County Center, where a studio and allied areas have been constructed. More than 60 students were enrolled for the 1975-76 school year, an increase of more than 30 percent over the previous year.

The course curriculum and curriculum design are being revised and renovated to accommodate student needs as evidenced in the three years since the program's inception. A tentative skills list has been developed, and an advisory committee drawn from the business world is now being formed, to review the skills as presently identified.

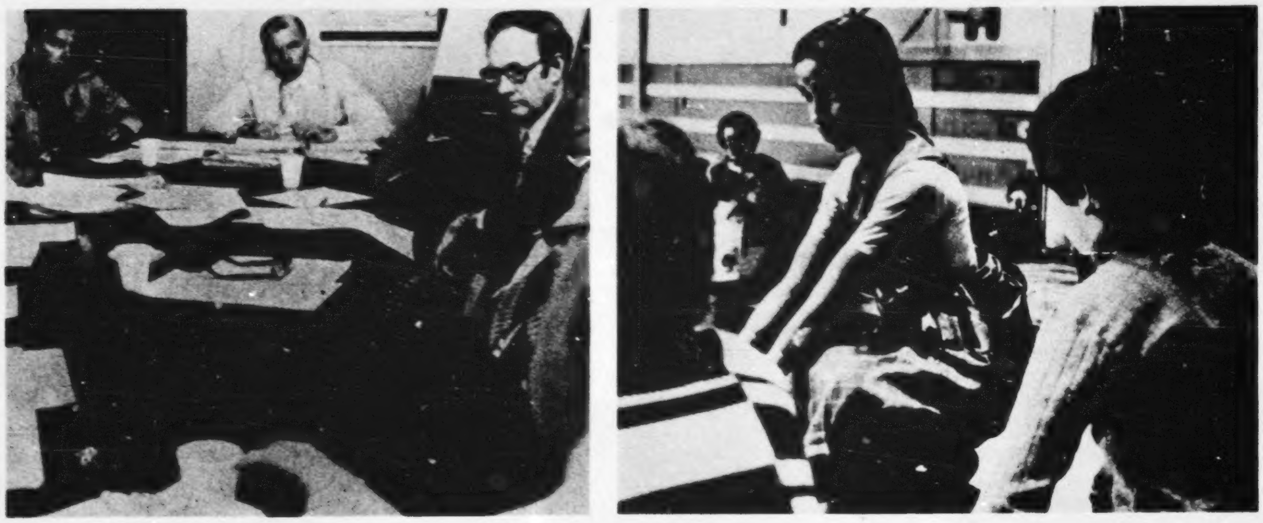
In addition, allied curriculum fields are being introduced in modular areas. Outside of the immediate television curriculum, but related to it, a graphics course was begun last fall. In the planning stage are courses in photography, electronics, and cosmetics.

An innovative project initiated through the cooperation of two BOCES divisions, the television production course is specifically designed to enhance the academic achievements of students interested in television careers. While one of its primary aims is to prepare these students for further study in either technical schools or other areas of higher education, students who finish the course also have enough background for employment in television, and in related jobs in industry.

The course curriculum, "Television Communications: Production and Training," was written by the Communications Department of the Division of Research and Development, together with the Division of Occupational Education.

Work Experience
Students in the TV course, in addition to their experience at County Center, take part in a rotation program for indoctrination into industry and actual

Continued on page 44



At the beginning and at the end. (Left) CAP Planning Council members and BOCES CAP facilitators meet with Dr. Gordon Van Hooft, SED (back to camera), to discuss this year's procedures and priorities. (Right) A vigorous performance for students culminated the "Integrating the Arts into Basic Skills and Competency Areas" Summer 1975 CAP program, jointly done by Mineola, North Merrick, Plainedge, Uniondale, and Valley Stream #24. We regret the omission of the latter four districts from the CAP matrix listing.

Summer is an ideal time to take leisurely advantage of the materials and programs available at the Nassau Educational Resource Center (NERC).

Many additions have been made to the NERC collections the past few months, and a significant new project began.

Easy Researching
NERC houses the Educational Resources Information Center (ERIC), a nationwide system which collects and stores educational data. NERC's collection has grown to some 117,000 microfiche documents, which can be read on the premises, or copied by the page for a small fee, for off-premises use.

3M Transparency Master Library
Through the visual products division of 3M, NERC now has for districts to borrow the 3M Transparency Master Library. Subjects include: math, language arts, vocational training, social studies, science, career education, home economics, music and instruments. A detailed listing is available at NERC. In addition to these specific subjects, there are many miscellaneous ones.

Values Collection Expanded
Additions to NERC's Values collection include:
DUSO Kits (Developing Understanding of Self and Others)—programs of activities with accompanying materials, designed to stimulate the social and emotional development of children. Kit I: Kindergarten and Lower Primary; Kit II: Upper Primary and Grade 4.
The Social Seminar—a series of 16 films (16 mm, color). This is a multimedia drug abuse educational program designed for teachers, school administrators, and other school personnel. It also can be used effectively by other community groups. A discussion guide accompanies each film (secondary level).

Many new games have also been added to the Values collection. One, which may be borrowed, is "Can of Squirms," a series used in role-playing. Sections include "Generation Gap," "Junior High," "High School," "Adult," "College," and "American History." These are dialogue games of fun and discovery, and it is interesting to note the unsuspected ideas and attitudes that emerge.

This is just one of many games, representative of the materials in the Values collection.

Sight, Sound and Touch Program
Ideal for use in the classroom are molds of: parts of the body, land forms, United States geography, the earth's motions, etc. The hollow molds may be handled, colored, and used to cast an impression. The total package includes a printed student guide, study sheet and test form in addition to the mold. Vacuum molds are created on order at NERC for 50 cents for each plastic form and 35 cents for the complete printed program. Available for borrowing is a cassette tape for each program.

Project Child Find
As Nassau County ASEIMC (Associate Special Education Instructional Materials Center), NERC was recently awarded by the State Education Department, through ESEA Title VI funds, a grant to identify handicapped children in our area. Did you know that an estimated 12 percent of school-age children in the United States are handicapped and that approximately one million do not receive the special education they need because they have never been identified?

To rectify this situation, the Education for All Handicapped Children Act of 1975 (Public Law 94-142) will go into effect October 1977-78. Services are to be provided for yet to be identified severely handicapped children who cannot function in a normal classroom setting—with emphasis on the hard-to-reach 0-5 and 16-21 age groups. Services, at no cost to parents or guardians, will include (1) under special education: classroom instruction, physical education, home instruction, instruction in hospitals and institutions; and (2) under related services: transportation, speech pathology and audiology, psychology, physical and occupational therapy, recreation, and medical services for diagnostic purposes.

Teacher-Trainer
Through Title VI-B, Nassau BOCES was again awarded a grant for a part-time teacher-trainer. Dr. Fitzpatrick, who is responsible for the administration of the Nassau County ASEIMC, has requested a contact person from each district and nonpublic school within the County. This person is responsible to "spread the news" at the local level concerning workshops, film fairs, etc.

At a January meeting with these representatives, a need for mainstreaming information emerged. Muriel Feldman, the teacher-trainer, conducted workshops and distributed a new bibliography on mainstreaming, which had been prepared by Harriet Falb.

On March 11, the first fact-finding workshop was held at NERC for representatives from Nassau-Suffolk and federal and state agencies working with the handicapped, in order to devise a viable plan for reaching out to this unidentified handicapped population.

The well-attended workshop was chaired by Dr. Ann E. Fitzpatrick and Muriel Feldman, Child Find Consultant. Worthwhile suggestions came from the enthusiastic groups who attended:

- Have school districts use the school census to inquire about handicapped children in individual households.
- Alert hospitals to report to school districts births of handicapped children.
- Involve churches of all denominations.
- Alert babysitters.
- Inform the media.

Continued on page 57

A Firm New York State Priority

by Maria Ramirez
Coordinator of the Bilingual Unit
New York State Education Department

On April 8, 1976, the Department of Health, Education and Welfare issued a memo to the Office for Civil Rights which stated, "There has been some misunderstanding regarding the application and implementation of OCR's *Lau* Remedies. This, therefore, is intended to clarify OCR's policy. The *Lau* Remedies are *guidelines only*, to be used by OCR *investigators* in order to determine the acceptability of a district's plan which is submitted pursuant to receipt of a letter of *noncompliance*. Thus, *Lau* Remedies are not exclusive; however, when a district varies from the suggested OCR Remedies, a burden is placed upon that district to show that the Remedies submitted in the plan will be effective to cure the violation."

The memo is consistent with the *Lau* decision of 1974 in which the Supreme Court affirmed that Title VI of the 1964 Civil Rights Act protected national origin as well as racial. In a majority decision, the Court gave no specific remedy to meet the educational needs of culturally and linguistically diverse students. The Court said that, "Teaching ESL to students of Chinese origin is one choice. Giving instruction . . .in Chinese is another. There may be others." Therefore, several options were suggested.

It is unfortunate that the media's interpretation of the clarification memo stressed that Bilingual Education is not required. As a result of such reporting, hundreds of school districts throughout the nation have assumed that they have been freed of the responsibility of providing Bilingual Education for non-English-dominant students. Such assumptions ignore the fact that although the *Lau* Remedies prescribe several approaches which may be tailored to meet the unique needs of non-English-dominant students at the local level, the memo *does not* relieve districts of their duty to educate such students in a "plan that would be effective."

In response to the many inquiries directed at the department as a result of the HEW memo, passages quoted from the Regents policy statement on Bilingual Education which was promulgated in 1972 are reprinted here. The Regents policy became effective prior to the *Lau* decision, the *Lau* Remedies, and the HEW memo.

It is, nevertheless, consistent with *Lau* in that all children regardless of race, color, creed or national origin are entitled to a meaningful education.

"A person living in a society whose language and culture differ from their own must be equipped to participate meaningfully in that society. It should not be necessary for him to sacrifice his rich native language and culture to achieve such participation . . .The Regents call for the provision of equal educational opportunities for non-English-speaking children through activities capitalizing on their native language . . .(they) affirm the importance of English and recognize that the native language and culture of a child plays a major role in his education."

The Regents further remind districts that there is "a need for substantial change of institutional posture—in instructional materials, learning approaches, sensitivity of personnel—in order to affirmatively recognize and use the rich cultural heritage of non-English-speaking children."

"The Board of Regents is committed to seeking effective solutions to the problems faced by non-English-speaking children in the schools of New York State even if major changes must be made in our educational system . . .it is the **duty of the school** to provide programs which capitalize on the strength of the non-English-speaking child and his family . . .any less commitment . . .will be inherently discriminatory and ultimately ineffective."

Explication

The landmark Supreme Court case in the field of bilingual education is Lau v. Nichols, *brought by 13 non-English-speaking Chinese-origin students on behalf of the approximately 3000 Chinese-speaking students against the school district of San Francisco in March, 1970. It was resolved four years later. The students alleged that they were being effectively denied an education because they could not comprehend the language in which they were being taught. They argued that the failure to teach them bilingually should be prohibited on two legal grounds: that not to do so was a violation of their constitutional right to "equal protection under the law," and that it was a violation of the Civil Rights Act of 1964.*

The Supreme Court laid to rest the argument that equal access to the facilities provides equal treatment and equal educational opportunity. To quote the Court:

> *Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that before a child can effectively participate in the educational program he must already have acquired these basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.*

The decision was not based on a constitutional requirement. In fact, it expressly does not even consider that argument of the plaintiffs. Instead the entire rationale is provided by Section 601 of the Civil Rights Act of 1964.

During mid-April, articles appeared in the New York Times *and* The Washington Post *referring to a memorandum sent to the Office for Civil Rights (OCR) by the Department of Health, Education and Welfare. The memo attempted to clarify the application of remedies for school districts which were not at present adequately servicing their students of limited English-speaking ability.*

Bilingual Education and the Future of Language Teaching and Language Learning in the United States

by Dr. Joshua A. Fishman
University Professor of the Social Sciences
Yeshiva University

Language teachers in general and modern language teachers in particular constitute one of the primary target audiences of the sociology of language. I have tried to recognize this audience in many of my writings—not only to teach its members, but also to learn from them. Thus I would have been delighted to address this distinguished gathering of chairmen of departments of foreign languages under ordinary circumstances; I am doubly delighted to do so since I have just completed the first draft of a "Sociology of Bilingual Education" and have been invited to talk to you about it. Perhaps I should apologize for initially adopting the stance of "Let's not talk about *me* (a sociologist of language), let's talk about *you* (language teachers)," and then immediately following that up by "What do you think of my book?" We are all too human, and just as "chickens must dream of chicken feed" (Yiddish proverb), so sociologists of language must "do their thing."

An Exciting Field

I have been a "language teaching watcher" for many years, and my impression is that yours is an exciting field. During the past third of a century there has been as much innovative theory, curricular and methodological rethinking, and sophisticated debunking in the language teaching field as in the much stressed fields of mathematics and science. This says a great deal about the intellectual vitality of language teaching, and it clearly distinguishes it (as well as math-science) from the social sciences and the other areas of the humanities, which regrettably have remained comparatively quiescent in terms of revisions in instructional theory or methodology. Indeed, the growing relationship between the language field and the math-science field on the one hand (in terms of the forces that shape American life and American education), and the shrinking relationship between the language field and humanities-social sciences field on the other hand, is related both to the heights and the depths that American language teaching has experienced since the beginning of World War II.

Extra-Societal and External Societal Influences

During and immediately after World War II—war needs themselves being among the most dramatic influences that American language teaching has ever experienced—the most influential ideas shaping American language teaching methods were derived from linguistics and from psychology. I refer to these as *extra-societal* influences since neither the view that gave primacy to syntax and phonology over lexicon and use, nor the view that gave primacy to listening comprehension and to speech over reading and writing, had any societal image, purpose, or function explicitly in mind. They did not attempt to cope with the question, "What should be the role of subsequent languages in the life of the learner and in the life of society?" There was absolutely no conscious "language-in-society" model underlying either of these powerful methodological approaches, both of which are still very much with us today.

Although the same extra-societal designation is not true with respect to the second most powerful force influencing American language teaching during the past third of a century (here I refer to the post-sputnik panic and the realization that language expertise was vital for defense-related purposes), that force was an external societal factor rather than an internal one. The threat of Soviet technological modernization imposed itself upon us from outside our own boundaries, and even when language instruction responded to that threat with all the "non-deliberate" speed at its command, it never (well, hardly ever) linked up its contribution to national defense with the indigenous language resources internal to American society. The "Language Resources Project" that I headed from 1960 to 1963, and that resulted in my *Language Loyalty in the United States*, tried to provide such an internal societal link, but it was an idea whose time had not yet quite come. The common American approach to language learning (and, indeed, the common approach of the language teacher per se to the commodity he was "pushing") was that additional languages are useful or crucial for our national well-being particularly if such languages are (a) learned in school rather than in the context of home and community, (b) learned as a mature adult (in college and graduate school), (c) learned as a target, in itself, rather than as a process for the mastery of other material, and are (d) exotic to the American content in terms of easy access to the learner.

The Ascendancy of Societal Concerns

Let us quickly skip over all that concentration on external threat enabled foreign language teaching to accomplish. The rapid expansion (indeed, duplication) of programs, increase in positions, and mushrooming of student incentive funds has been recounted many times. Let us turn im-

Continued on page 51

NASSAU BOCES DIVISION OF RESEARCH AND DEVELOPMENT
BiLingual Cultural
RESOURCE AND TRAINING CENTER

A Regional Approach to Bilingual Education: An Overview

The evolution, to date, of bilingual education has been one of growth and change in response to needs. In the spring of 1974, a group of educators from seven Long Island school districts met with Daniel Domenech of the Nassau BOCES Division of Research and Development, to examine the possibilities of a joint attempt to alleviate the difficulties educators were encountering with an emerging limited English-speaking pupil population. Individual attempts on the part of Nassau districts to acquire ESEA Title VII (Bilingual Education) funds had failed, as had a Nassau-Suffolk BOCES combined attempt, because there was no viable balance between geography and population needs. In any grant, the number of students in need places high in funding priorities. How could a suburban school district with no more than 300 students of limited English-speaking ability compare, therefore, with neighboring New York City, which had identified as many as 160,185 non-English-speaking pupils?

Nonetheless, our Nassau children were not to be allowed to become the victims of "insufficient numbers": insufficient for the districts to serve efficiently and economically through a local bilingual program, and insufficient to become eligible for outside funds.

Historically, the Boards of Cooperative Educational Services in New York State were originally organized to service clusters of school districts too small to provide economically and efficiently special services to their youngsters. The BOCES law was enacted in the spring of 1948; the number of BOCES has increased to 46, with the Nassau BOCES the newest and largest in the State—56 districts with 340,800 students.

Thus, it seemed that the natural solution to the problem would be for the BOCES to become involved. In the Regents position paper (August, 1972) it was stated that "Local municipalities will receive direct assistance from the State in using the services of regional agencies such as Boards of Cooperative Educational Services to participate in providing bilingual educational programs."

And so it was that in the spring of 1974 the Nassau BOCES R&D Division submitted a proposal for ESEA Title VII funds in order to establish the Bilingual/Bicultural Resource and Training Center and provide services to seven local school districts: Elmont, Freeport, Glen Cove, Hempstead, Long Beach, Mineola and Roosevelt. The R&D program had as its target population 2,192 students of limited-English-speaking ability. Funds were received, and the Center began its operation on July 1, 1974, with a regional approach to bilingual education. (While officially titled the Nassau BOCES Bilingual/Bilcultural Resource and Training Center, it is often informally referred to as the BOCES R&D bilingual unit, the project, or the center. You will find such references in the following articles detailing its various activities.)

Staff Development

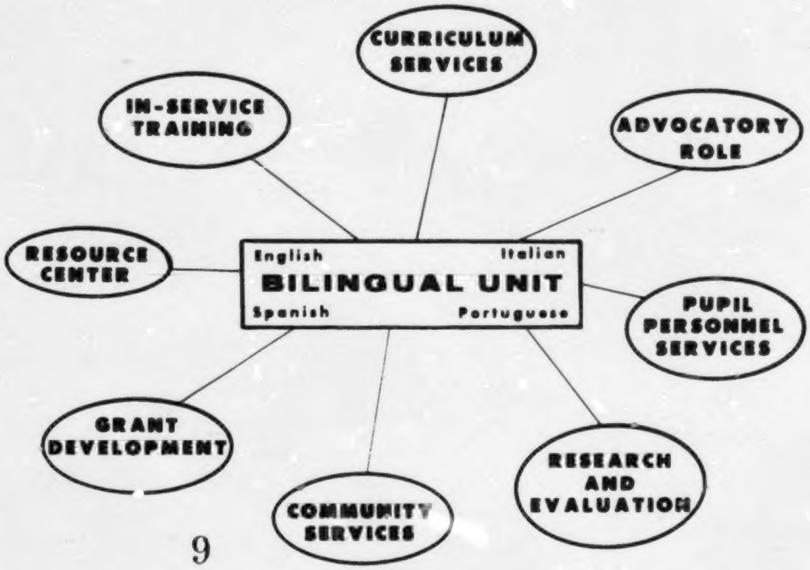
One of the first activities that the Center engaged in was staff development, to address the problem posed by the fact that not one teacher or teacher aide in any of the existing bilingual programs had received any kind of formal inservice or university instruction in bilingual/bicultural methodology. Costs to districts for such a limited program had been prohibitive. That first summer, however, the center implemented a Bilingual Summer Seminar of three weeks' duration that provided initial training for 50 bilingual teachers and aides from the seven component districts.

Since then, the summer seminars have become one of the highlights of the staff development component and during the past two summers, as well as throughout the school year, more than 200 teachers and aides have been trained as bilingual educators.

Of equal significance, availability of university training has been stimulated. Hofstra University and C. W. Post Center of Long Island University now offer degree programs in bilingual education, and Adelphi University is preparing to offer a certificate program.

Through the Title VII grant mechanism, the staff development component has

Continued on page 58



NASSAU BOCES DIVISION OF RESEARCH AND DEVELOPMENT
BILINGUAL CULTURAL
RESOURCE AND TRAINING CENTER

RESEARCH AND EVALUATION

In November, 1975, the Bilingual/Bicultural Resource and Training Center initiated a survey of bilingual education within Nassau County designed to serve as a bilingual needs assessment instrument. By locating the students of limited English-speaking ability, and gathering information on the types of bilingual programs currently offered by local school districts and the perceived ing information on the types of bilingual programs currently offered by local school districts and the perceived needs within this area, it provides up-to-date information on the current state of bilingual education.

In the first phase, the survey involved a letter to the 56 local chief school administrators which explained the need for the assessment, and allowed any district an opportunity to refuse to participate. Five districts declined.

Survey instruments were mailed during December, 1975, as a second phase. Two forms were developed: one for the district-level assessment, and one for the building-level assessment. There were 51 of the former and 443 of the latter, including 326 public schools and 117 private schools.

TABLE 1
RESPONSE TO BILINGUAL NEEDS ASSESSMENT SURVEY

	NUMBER SENT	NUMBER RECEIVED	% RECEIVED
Districts	51	43	84.3%
Public Schools	326	268	82.2%
Private Schools	117	73	62.4%

In January, 1976, there was a second mailing to all schools and districts that had not responded to the initial request. Table 1 shows the combined response rate for both mailings as of the middle of February, 1976.

It was possible to obtain data on the numbers of students of limited English-speaking ability for 48 of the school districts. For some of the districts, the information was obtained from the individual school forms when the district form was either inaccurate or unavailable (Table 2). The three languages isolated in this table are Spanish, Italian, and Portuguese.

The category "Other" encompasses over 50 different languages including Greek, with 235 students; Chinese, with 130; German with 84; French, with 82; and Vietnamese, with 72.

Note that the numbers of students of limited English-speaking ability are significantly higher than the actual figures presented. These figures are based strictly on the numbers provided by the schools. It was found that over 30% of the districts understated the number of students of limited English-speaking ability, as compared with the numbers reported by the individual schools. In addition, no information was available for eight districts, constituting 12.4% of the public school population. It is estimated that the data

TABLE 2
STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY IN NASSAU COUNTY SCHOOLS

	PUBLIC SCHOOLS					PRIVATE SCHOOLS					TOTAL				
	SP.	IT.	PORT.	OTHER	TOTAL	SP.	IT.	PORT.	OTHER	TOTAL	SP.	IT.	PORT.	OTHER	TOTAL
Pre-K	72	49	1	21	143	6	0	0	11	17	78	49	1	32	160
K	214	162	31	102	509	3	5	1	18	27	217	167	32	120	536
1	211	179	36	119	545	28	8	0	17	53	239	187	36	136	598
2	190	155	36	101	482	17	9	0	14	40	207	164	36	115	522
3	165	124	37	90	416	14	7	0	16	37	179	131	37	106	453
4	161	137	37	99	434	21	9	1	16	47	182	146	38	115	481
5	123	114	27	82	346	15	6	0	19	40	138	120	27	101	386
6	112	111	32	87	342	13	6	1	11	31	125	117	33	98	373
7	103	63	32	70	268	18	8	0	16	42	121	71	32	86	310
8	130	81	20	49	280	20	12	0	11	43	150	93	20	60	323
9	160	90	36	82	368	0	0	1	0	1	160	90	37	82	369
10	142	80	30	65	317	1	0	0	2	3	143	80	30	67	320
11	128	67	31	61	287	0	0	0	3	3	128	67	31	64	290
12	90	40	3	42	175	0	0	0	1	1	90	40	3	43	176
TOTAL	2001	1452	389	1070	4912	156	70	4	155	385	2157	1522	393	1225	5297

in Table 2 underestimate the actual figures by 15-25%. However, these data, when corrected for underestimation, remain the most accurate that are currently available.

Information was also gathered on the types of programs currently being offered for students of limited English-speaking ability. The percentage of districts offering each of the programs is presented in Table 3, based upon 46 of the 48 public schools for which data were available. Two districts were omitted, since they had no students of limited English-speaking ability. The percentages for the private schools are based upon the 38 schools that reported enrolled students of limited English-speaking ability. It should be noted that the percentages for the public school districts do not add up to 100%, since many districts offered more than one type of program.

No judgment is placed upon the quality of these programs. The data are presented as reported by the schools.

The final table, Table 4, shows the percentage of students of limited English-speaking ability within the programs described in Table 3. Again, these data are based on district estimates.

TABLE 3
PERCENTAGE OF SCHOOLS OFFERING VARIOUS PROGRAMS FOR STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY

	PUBLIC SCHOOLS (N=46)	PRIVATE SCHOOLS (N=38)
English as a Second Language	45.7%	2.6%
School Subjects Presented in the Native Language	10.9%	0%
Combination of Both of the Above	19.6%	2.6%
Other	32.6%	5.3%
No Program	21.7%	89.5%

TABLE 4
PERCENTAGE OF STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY IN SPECIALLY DESIGNED PROGRAMS

	PUBLIC SCHOOLS (N=4912)	PRIVATE SCHOOLS (N=385)	TOTAL (N=5297)
In Special Program	43.8%	4.5%	40.9%
Not in Any Program	56.2%	95.5%	59.1%
Total	100.0%	100.0%	100.0%

While any conclusions from this array of data would have to be tentative, these are some obvious results:

- Nassau County has a significant population of students of limited English-speaking ability.
- The majority of these students are not in programs specifically designed to meet their needs.
- Only a small percentage are in programs that are truly bilingual in nature.

Many of the responding school districts (35%) expressed an interest in providing stronger programs for their students of limited English-speaking ability. The Bilingual/Bicultural Resource and Training Center looks forward to working with these districts to accomplish the task. **TF**

EXCHANGE *Continued from page 36*

Possible Alternative

Recently many schools have been taking advantage of another alternative. Teachers are organizing and encouraging tours for their students. These are usually shorter trips which are offered at a lower cost. They provide the student with less of a challenge and more security. They travel with their friends and usually speak English. The depth of cultural exchange is limited. They forfeit the opportunity to gain new and lasting intercultural relationships. Nevertheless, they provide the language department with the same kind of benefit provided by any exchange program—motivation. In a time when motivating students is so urgent, we cannot overlook any positive procedure.

There are many questions asked regarding student exchange programs. Do you have to host to exchange? Which do you do first? Do I go to the home of the student I hosted? Where can I go? How long do I stay? Do I have to attend school there? How old do I have to be? Will I be able to drive? How much money should I bring? What happens if I don't get along with my host family? Do I have to speak the language? The answers to these questions and many others are carefully delineated in the program bulletins. They may vary from program to program but, you can be assured, nothing is overlooked.

Why get involved in fund raising? Many schools let the entire burden fall on the participating families. You might consider it too much trouble and none of your business. Little or no fund raising only decreases the effectiveness of the program, caters to the few that can afford it, and, thus, greatly limits its positive effects on the learning of foreign languages. Good fund raising is great publicity.

Education today is oriented to both books and experience. There is no doubt that the latter is more desirable. When one experiences an event, it becomes an intimate part of him. Teachers are continually trying to show how book knowledge can be related to reality—how students can use what they learn. Student exchange gives everyone involved a series of real experiences offering growth in human understanding. **TF**

NASSAU BOCES DIVISION OF RESEARCH AND DEVELOPMENT
BILINGUAL CULTURAL
RESOURCE AND TRAINING CENTER

PUPIL PERSONNEL SERVICES

When defining a "program of bilingual education," federal government specifications for ESEA Title VII programs make specific mention of the fact that instruction for students of limited English-speaking ability should be "given with appreciation of the cultural heritage of such children." Regulations for program activities further specify that students whose language is English may voluntarily enroll in a program of bilingual education "in order that they may acquire understanding of the cultural heritage of the children of limited English-speaking ability."

It is widely recognized that culture and pride of cultural heritage are greatly intertwined with self-esteem and development of self-concept.[1] When one considers that image of self is largely formed in the home environment and, therefore, with reference to a particular culture, it becomes evident that denial of a child's home culture upon entry into school is in effect a denial of an important part of self and therefore contributive to the devaluation of the self-image. Possible consequences for the child are anxiety, conflict, social maladjustment and poor school achievement. On the other hand, a program of education that encourages pride in cultural heritage is more likely to promote the development of a healthy self-image, with all its possible benefits.

It appears clear that Title VII regulations in their concern for appreciation of the child's culture are concerned with the affective domain and the enhancement of a positive self-image in the child of limited English-speaking ability.

The BOCES R & D bilingual project, in compliance with these regulations and in recognition of the importance of a positive self-image, has outlined student objectives in both of these areas: the appreciation of native culture, and the enhancement of a positive self-concept.

One of the ways in which the project aids districts with bilingual programs in dealing with the affective area is through the provision of supportive pupil personnel services, especially in the area of guidance. When a need is expressed by a district, the project's bilingual guidance counselor, Sonia Orrico, provides any number of the following supportive services:

- Individual counseling: provided to students and parents of students participating in the designated demonstration units. Both crisis and preventive counseling are offered. Student counseling in the area of personal, social or academic concerns is provided when needs are identified by members of the school, parents, or the Center's project guidance counselor. Consultation with parents has centered around areas of concern with their children and academic planning.

- Group counseling: focused on students in demonstration units. Students in groups are encouraged to explore cultural differences and similarities when they interact with students of the same and different cultural backgrounds. Career awareness and exploration has also been a focus of group counseling at the junior high school level. Middle schools in Hempstead and Glen Cove have weekly career exploration classes to help students become aware of a wider range of career choices and of how specific interests and such special abilities as being bilingual are related to occupational choice.

- Consultation with bilingual teachers and school pupil personnel staff: arranged with bilingual teachers and members of a district's pupil personnel services staff to discuss concerns regarding the student of limited English-speaking ability. The Center's guidance counselor has been a part of case conferences designed to discuss the special needs of, and to determine an appropriate plan for, students of limited English-speaking ability. Class observations are arranged to offer the bilingual teacher feedback and suggestions about dealing with a particular student or situation. Promoting the integration of affective education for the entire class is also handled.

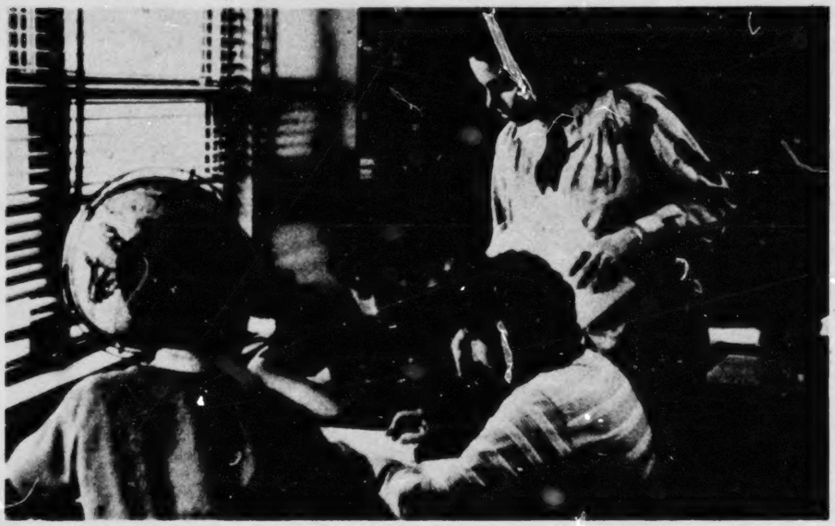
- Workshops: offered to deal with the affective and guidance needs of students of limited English-speaking ability. Several workshops are specifically geared to the integration of affective education into the bilingual classroom curriculum. Materials, audiovisuals and activities are suggested to deal with affective concerns and integration of home culture in the classroom. One specific affective-oriented curriculum, the *Human Development Program/Magic Circle*, has been suggested for its effectiveness in working with bilingual students and for its positive results when used by teachers in the classroom.

- Pupil assessment: as part of the Center's evaluation plan, participating districts are provided with appropriate instruments to measure changes in self-concept across a period of one year. As requested, these and other instruments have been administered, scored and interpreted for the bilingual teachers. Interpretation of results includes how the information can be utilized in the classroom.

- Community resources: community agencies, as well as mental health and social service resource professionals, are continuously being identified, and information about their services disseminated, in order that districts may know and utilize their services as needed. The BOCES project staff also keeps these community agencies abreast of the status of bilingual education and the needs of students in these programs.

One of the demonstration districts, Hempstead, has made full use of the guidance services offered by the BOCES R&D bilingual project. Guidance services have been and are currently being offered to demonstration units at the Washington Elementary School, Hempstead Middle School and one district nonpublic school, Our Lady of Loretto. One day per week is regularly allotted for the provision of these services to Hempstead. At Washington Elementary School, individual counseling, group counseling and consultation with bilingual teachers and PPS staff are services regularly available to those involved with the bilingual program.

Staff at Our Lady of Loretto has made use of individual counseling services and consultation regarding their students of limited English-speaking ability. Early during the 1975-76 school year, a workshop on bilingual education was designed for its entire staff.



The Hempstead Middle School bilingual program has made use of group and individual counseling services also in the area of career awareness and exploration. Again, these services are provided on a weekly basis and have been designed according to the specific needs identified by teachers and students.

A substantial number of bilingual teachers and teacher assistants from the district have participated in workshops dealing with the affective domain and have received training in the use of the *Human Development Program* in the bilingual class.

A growing number of districts has begun to recognize the importance of providing for the affective and guidance needs of students of limited English-speaking ability, not only on a crisis basis, when a problem is at hand and needs immediate attention, but also on a preventive level, when a situation can be fully appraised and situations can be created for the maximization of positive results. It is now fairly well established that educators have to pay attention to the enhancement of the self-image and the integration of home and school culture if we are to provide a positive educational experience for the student of limited English-speaking ability. Only when we have provided environments where students from diverse cultural and language groups can feel comfortable, respected and accepted can we expect students to adjust, achieve, succeed and grow in most school related areas and in their lives. "The best guarantee we have that a person will be able to deal with the future is that he has been essentially successful in the past."[2]

NOTES

1. Levine, H., "Bilingualism: Its Effects on Emotional and Social Development." *Journal of Secondary Education*, 1969, 44:69–73; Lipton, C., "Cultural Heritage and the Relationship to Self-Esteem." *Journal of Educational Sociology*, 1963, 36:211–212; Trevino, B. G., "Bilingual Education—A Psychological Helping Hand." *Texas Outlook*, 1969, 53:24–25

2. Combs, Arthur. "A Perceptual View of the Adequate Personality." *Perceiving, Behaving, Becoming: A New Focus for Education.* Washington, D. C.: Association for Supervision and Curriculum Development, National Educational Association, 1962.

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RESOURCE CENTER

The BOCES Bilingual/Bicultural Resource Center provides educational, cultural, instructional and professional materials in Spanish, Italian, Portuguese, and English for the project's component districts, and serves as a reference center for all other Nassau County districts interested in bilingual education or English as a Second Language.

The Resource Center offers services by:

- Exhibiting the types of materials available in the field of bilingual education, allowing the educator to evaluate the usefulness of these materials as they relate to his own needs.
- Lending materials to the demonstration units and their districts for actual use in their programs. (Last year the BOCES R&D bilingual unit received a Unigrant which provided funds to buy materials for the demonstration units. As a special service, these materials, representative of its collection, were cataloged and processed at the Resource Center, then forwarded to the demonstration units to set up minicenters of their own.)
- Offering the educator access to professional literature—both research information on bilingual education, and practical information for working with children in a bilingual program.
- Furnishing ordering information pertaining to the Resource Center collection and the free material displayed there.
- Providing telephone and personal reference services.
- Conducting story hours for the children from the demonstration units.

Recognizing that needs vary from district to district, the Resource Center has cataloged near 15,000 titles from a wide variety of sources, including Spain, Argentina, Puerto Rico, Italy and Brazil. More than 50 publishers are represented, assuring a representative cross section of teaching, methodology and educational philosophies. In addition, the Resource Center maintains a card catalog of all the professional materials housed at NERC in the BOCES County Center.

The collection includes textbooks in the major content areas, reference books, fiction, picture books, biographies, and professional literature. These materials are housed in the main reading room along with magazines and newspapers in all languages.

The Center also has a broad collection of audiovisual materials, including filmstrips, slides, records, film loops and kits, also housed in the Salisbury reading room.

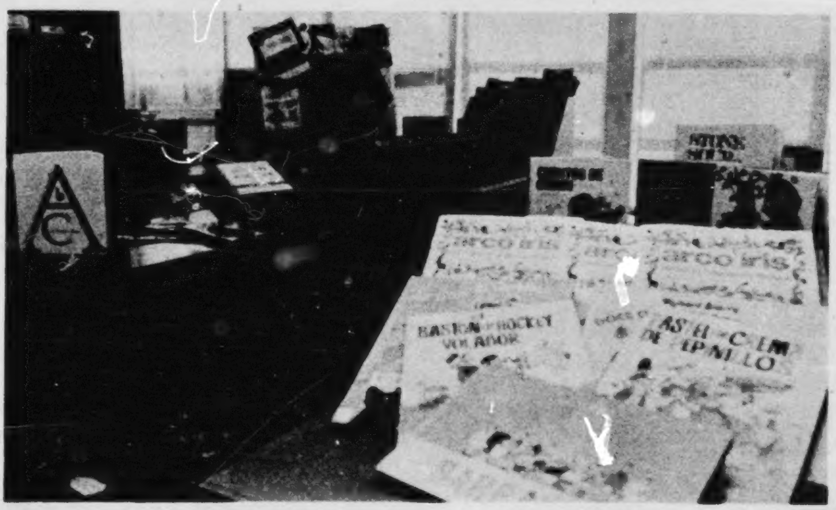
An instructional materials center is divided by the basic curriculum areas. Games, task cards, manipulatives and teacher resource books are examples of the types of materials that are located here.

Learning centers have been coordinated with a view toward demonstrating the use of varied materials to create lesson plans. The Resource Center is prepared to provide purchasing information for these items. A limited selection of free resource materials for classroom use is available.

A card catalog has been set up to help locate specific materials in the Resource Center, or materials on a specific subject. The card catalog is divided into separate sections for the various types of materials in the collection—books, instructional materials, audiovisual materials, and teachers' guides—with author, title and subject entries arranged alphabetically.

How to locate books

1. The books are classified by the Dewey Decimal Classification System. This number appears in the upper left corner of the catalog card. All the books are arranged in numerical order on the shelves and then in alphabetical order by the name of the author. When no author is specified, a book is placed in alphabetical order by title.
2. The author card for a book is in alphabetical order in the catalog by the last name of the author.
3. The title card for a book is in alphabetical order in the catalog by the first significant word. Words such as *the, an, and,* etc., when appearing at the start of a title are eliminated, i.e., Italian—*L'isola misteriosa* is filed under *Isola*; Spanish—*El pequeño* . . . is filed under *Pequeño*.
4. Subject entries for materials in Spanish, Italian and Portuguese are preceded by the language, i.e., Italian—Bilingual Education; Spanish—Bilingual Education; Portuguese—Bilingual Education.



Materials written in English, however, are entered simply under Bilingual Education.

Instructional materials are in a separate drawer, in alphabetical order, with title and subject entries.

The materials in this catalog have a unique classification scheme designed exclusively for the Center. There are several classifications:

Math - IM (M)
Science - IM (S)
Social Studies - IM (SS)
Perceptual Development - IM (P)
Language Arts - IM (LA)

Below this classification is a number.
IM (M)
7
This means that the particular item is located in the instructional materials center, the math curriculum area, and it is item 7 on the shelf! The title and subject entries are in alphabetical order.

Teacher guides are in another drawer. They are classified TG with a number underneath. These materials are in numerical order on the shelves. All entries—author, title, or subject—are in alphabetical order.

Audiovisual materials again are grouped separately. The classification is K kit, FS filmstrip, FL film loop, FS/S sound filmstrip, RE record, CT cassette tape, S slide. Entries for these materials include author, title, and subject in alphabetical order.

The Center receives many visitors from all over the United States. Some distinguished guests have been: Dr. Gloria Becerra and Francisca Deascochea, who are in charge of the Post Secondary Education Programs at the Office of Bilingual Education, USOE, in Washington, and Charlotte A. Clement and Earline Buckley from the Bilingual/Bicultural Resource Center at the University of Southwestern Louisiana at Lafayette.

Many other visitors come to learn how we set up the Resource Center, to see the materials that are available in bilingual education, and to find out where we purchase the materials.

Our demonstration units make great use of our Center, comments Maria Dooley, Resource Center librarian. Margarite San Gabriel from the Roosevelt demonstration unit, for example, makes exceptional use of the book collection. These books have proved both very popular with, and valuable for, her young students. (Ms. San Gabriel is also an undergraduate student in a bilingual program at Hofstra University.) Representatives from districts outside of the BOCES R&D bilingual project, and students in bilingual education programs also have visited.

As a general policy, only the BOCES demonstration units may borrow materials from the Center. There is no charge. All others may use the materials on the premises. The loan period for these materials is four weeks for monographs, four weeks for instructional materials, two weeks for audiovisual materials, and one week for serials. Materials marked REF (reference) may not circulate. If a patron wishes to reserve materials, he/she may contact the librarian. The materials may not be reserved more than one month in advance. The borrower is financially responsible for damage or loss of the materials. Overdue notices are sent out one week past the due date.

The Resource Center is open Monday through Friday from 9:00 A.M. to 4:30 P.M. Individuals wishing to discuss their particular instructional needs may also do so by calling (516) 997-8700, ext. 343.

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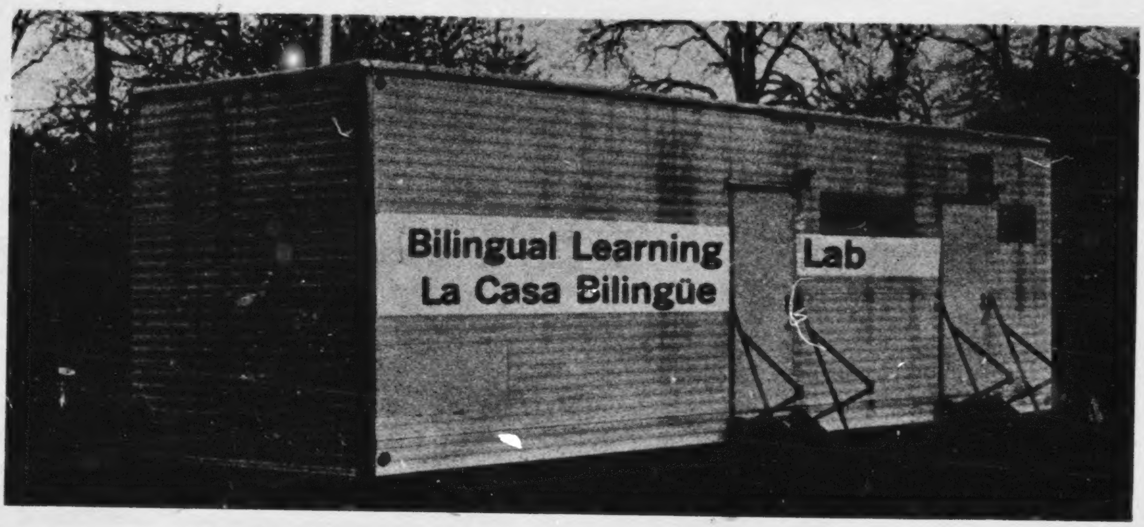

Bilingual education on wheels! Nassau BOCES 1969 Title III mobile unit, called the Mobile Instructional Media Center (MIMC), has been in continuous local use since that time. This innovative equipment, now called the Bilingual Learning Lab, has been assigned by the R & D Division to bring specific services and projects to districts in the bilingual project. At present the mobile unit, which has been furnished with language development and readiness materials for learners with severe lags in their native language and in English, along with a collection geared for the cultural arts, history, and geography, is at the Park Avenue Early Childhood Center, Westbury UFSD. It will be stationed there through June.

CURRICULUM SERVICES

Prekindergarten—4th grade

In planning staff development activities to meet adequately the diverse needs, not only of component unit districts, but also of districts at large, the BOCES R&D bilingual staff has created a multifaceted design based on a team approach. The total staff development program serves demonstraton unit districts in depth, and any others, to meet their varying needs, through the following three basic approaches:

- General inservice courses and/or workshops
- Activities through the Resource Center
- Development and use of curricular materials

Services to Demonstration Unit Districts

The bilingual unit has, this year, focused particularly on the development of new, and refinement of older, early childhood bilingual demonstration programs. Not only has the need, in term of numbers, been greatest at this level, but it is believed that in these early years when lifetime skills and learning processes are formulated, the impact of specialized programs is greatest. As a result, the bilingual unit's teacher training specialist, Betty Knight Wiener, in concert with other BOCES R&D staff members, has worked closely with the early childhood programs in Freeport, Westbury and Long Beach.

Freeport

Since the Freeport Public Schools continue to experience an increase in Hispanic population, a need was felt this year to expand the demonstration program in the district to include prekindergarten. A series of initial planning meetings was held in August and September with the district administrators to determine which type of bilingual model would be most effective at Freeport's Early Childhood Center. In these beginning stages, the BOCES staff provided input in the areas of curriculum, guidance, parent education, and structural planning. Freeport personnel, Mary Bondarin, prekindergarten director, and Clara Hernandez, the bilingual community specialist, assumed the major responsibility for the program's development.

The model chosen, after careful assessment, was a bilingual resource room, intended to be a natural outgrowth of the highly individualized prekindergarten program. Since all children move freely to "resource areas" throughout the school for specialized instruction part of the day, it was felt that the bilingual resource room would be yet another addition to the multifaceted instructional approach already in existence

In the next stage, possible children for the bilingual resource room program were given the *Bilingual Syntax Measure** by the BOCES staff. On the basis of their scores, and interviews with parents, the school's social worker, and teachers, of an initial group of 21 students, 17 were selected. Then a bilingual planning committee of parents and teachers was established. A bilingual resource aide, a Freeport resident and a fellow in the Hofstra University bilingual teacher-training program, was hired. An evening meeting explained the program's operation to parents.

The aide made home visits to all parents with youngsters in the bilingual program, and spent several days in training by working with staff at the BOCES Resource Center. She observed bilingual early childhood programs in the Long Beach schools, and also visited each child's classroom to become better acquainted with the regular classroom teacher and to learn more about the child's regular routines and habits.

Now fully operational, the resource room program incorporates four hours, during which stress is on instructional activities related to cognitive development in the dominant language. A strong focus on language enrichment in English skills is also present, but it is felt that in these early stages, first a strong base in Spanish is desirable. Children have activity-oriented lessons, and the resources available to youngsters include cultural art objects, science, cooking, a water bed, music, as well as Spanish-language curricular materials and storybooks, provided on a permanent loan basis by the BOCES project.

Freeport prekindergarten staff members have participated in a BOCES-sponsored bilingual math workshop and attended sessions on Hispanic and Mediterranean culture. In addition, three prekindergarten teachers, Leona Arnold, Ronnie Seabrook and Willa Schultz attended the BOCES "Bilingual Methods and Materials" inservice course.

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*published by Harcourt Brace Jovanovich

Westbury
The Park Avenue Early Childhood Center in Westbury, under the supervision of Delores Hunter, principal, and Rose Greenspan, prekindergarten director, has initiated two early childhood programs geared to meet the needs of children from multilingual, multicultural backgrounds. One classroom is self-contained, composed of 40 prekindergarten and kindergarten children in morning and afternoon sessions. At a first- and second-grade level, bilingual language development classes in Italian, French and Spanish are conducted consecutively daily; once a week all groups meet for a "cross-cultural awareness" sharing lesson.

The teachers of both programs, Ann DiGilio, Margaret Oliver and Sonia Da Silva, have worked closely with BOCES staff in developing strategies and materials for individual children. All three are participating in several inservice courses and have spent a training day at the bilingual Resource Center refining curriculum and learning about teacher-made materials for cross-cultural teaching.

In order to provide in-depth language development classes to youngsters with pronounced lags, the Park Avenue Early Childhood Center has housed the BOCES mobile instructional unit, "La Casa Bilingue," until the end of this school year. A project teacher was assigned to the trailer to work intensively on a small-group basis, with 20 Hispanic youngsters. Language enrichment and basic English syntactical and structural skills have been stressed, as well as diagnostic teaching approaches. BOCES staff has assisted in the creation of a comprehensive, developmentally programmed, two-month curriculum. A by-product of this experimental program will be an analysis of pre- and post-testing of language gains.

Long Beach
The Long Beach prekindergarten and kindergarten bilingual classes are the veteran early childhood bilingual programs in Nassau County. In operation two years, each is a self-contained classroom, with approximately 18 youngsters in morning and afternoon sessions. The curriculum in these two demonstration units is one normally associated with young children, except that great emphasis is placed on cultural concepts and language development. Materials utilized are quite varied. Many Spanish resources are available—text, audiovisual, as well as manipulative. Teacher-made games are used often to reinforce specific concepts and in one-to-one teaching situations. A number of materials are self-correcting, facilitating individualized, independent learning. All three teachers, Manuela Horowitz, Lazaro Barreiro, and Edith Arroyo, actively work toward giving each child a good view of him/herself, which influences lessons and all areas of the curriculum. Much time is spent in consciously building self-concept and in fostering cultural pride through formal and informal studies.

The BOCES bilingual staff has worked closely with the demonstration unit classes in testing all children for language dominance and proficiency, providing curricular materials and arranging for trips and special events. This year, the district's bilingual coordinator, Wil Margolies, initiated "Bilingual Consciousness-Raising Sessions" for all schools in the district. Along with Betty Wiener and Julio Rivera, bilingual social worker, workshop sessions have been held at a number of schools to explain and discuss bilingual education. In addition, Long Beach had the largest representation (14 teachers and aides) in the BOCES 1975 Summer Bilingual Institute, an intensive four-week methods and materials course to train bilingual teachers.

Services to All School Districts
As this project is Nassau County's central clearinghouse for materials, resources and information about bilingual education, nearly 250 educators from such districts as Wantagh, Jericho, Rockville Centre, Hicksville, Levittown, Syosset, Hewlett, Roslyn, and Manhasset have used the Resource Center. In addition, individuals from numerous other private schools, colleges and agencies have participated in workshops and seminars or requested curriculum services.

"Adelante," a bulletin of curriculum resource notes for bilingual/bicultural education, initiated by the bilingual unit this year, will have published five issues by June, 1976. Designed to keep all local personnel in bilingual education abreast of curricular activities at the Resource Center and the latest in methods and materials for bilingual education, it also is mailed to all Nassau Chief School Administrators and R&D Coordinators. In addition, when time permits, BOCES staff members conduct workshops for non-demonstration unit districts or other agencies. During this year, several such workshops were given for Nassau County Head Start directors, Rockville Centre and the Providence, Rhode Island Bilingual/Bicultural Resource Center, to name but a few.

Aside from working with teachers in the use of the commercially made instructional and text materials at the Resource Center, BOCES staff members have developed curriculum materials suitable for early childhood bilingual settings. Included among these are extensive bibliographies and source lists for early childhood materials in Italian and Spanish, as well as prepared curriculum materials in the content areas of language arts, mathematics and science for use directly with children in the classroom. Examples:

- Suggested materials for affective development in the bilingual classroom
- Suggested materials for early childhood Italian bilingual programs
- Attribute block activities
- Cuisenaire rod activities
- Materials to create a math center
- Math task card activities for early childhood
- Science task card activities for early childhood
- Steps in creating a developmentally sequenced math program
- Record-keeping instruments for early childhood language and math

Materials listed are available free upon request. All of the materials designed for direct use with children are written in bilingual form. **TF**

IN-SERVICE TRAINING

Staff development is one of the main objectives of bilingual/bicultural education in general and for the BOCES Bilingual/Bicultural Resource and Training Center in particular. Summer seminars, on-site workshops in the component districts, and continuous inservice programs constitute the BOCES training program for administrators, teachers, and paraprofessionals in Nassau County who are involved or interested in bilingual education.

Such courses, along with the university-based bilingual programs, have made a significant contribution to bilingual education on Long Island. While the on-site workshops provide training to meet the specific needs of a particular program and school, the inservice courses are designed to meet more general needs of bilingual educators, Maria Luisa Romeo, Italian curriculum specialist, explains.

Summer Seminar 1975

This seminar constituted one of the Center's major inservice offerings for teachers and paraprofessionals. It was held for a four-week period with an attendance of 29 teachers and 19 paraprofessionals from nine public school districts and the Diocese of Rockville Centre. The program included:

- Methodology for teaching reading in the native language
- Assessment techniques for language dominance, proficiency and growth
- Individualized instruction for the bilingual classroom
- Instructional planning for the bilingual classroom.

Prominent specialists in bilingual education and Center staff conducted the program. In the area of "Use of Bilingual Tests in the Native and Second Language," the authors of the *Bilingual Syntax Measure*, Heidi Dulay and Marina K. Burt, offered their expertise. Professor Carmen A. Perez, SUNY at Albany, a pioneer in bilingual education, shared very valuable insight in the area of reading in the native language. Other instructors were: Dr. Richard Light, former director of the ESL program at SUNY, Albany, together with Howard Berger, and Mariluz Mermelstein. During the third week of the summer seminar the very talented Chess Associates—Dr. Skip Herbert, Anthony Sancho and Dr. Alba Moesser—offered the participants activities that touched all areas of bilingual instruction including the affective domain. Daniel Domenech, Project Manager, held an Instructional Development Institute. The overwhelming majority of participants found the four-week period very stimulating and valuable.

All Focused on Reading

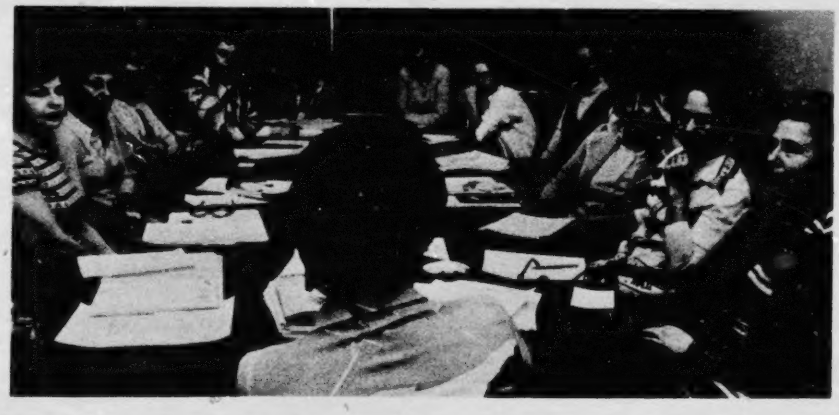
On May 7, 1975, an Assistance and Information Institute, for which a crowd of 100 educators from Nassau County registered, was held on the teaching of reading in a bilingual setting. Perla Sanchez, Coordinator for the Bilingual Program in New York City's District 6, described the differing linguistic patterns among Spanish-speaking children raised in various countries in the Hispanic world. Professor Carmen Perez made a strong case for the advisability of having every child master native language reading skills before learning a second language.

Spring Conference

Another highlight in the BOCES R&D bilingual unit's training program was the two-day Spring Conference on Bilingual Education on May 20-21, 1975. The conference was attended by 75 educators from the County as well as from Buffalo, New York City, Oswego and Montclair, N. J. On the first day, panelists and audience shared political and social ideologies implicit in bilingual education. The panelists included Professor Francesco Cordasco, Montclair State College; Professor Isabel Cid Sirgado, Hofstra University; Professor Luciano Iorizzo, State University of New York College at Oswego; Professor Salvatore La Gumina, Nassau Community College, and Professor Antonio Simoes, Hunter College. On the following day, Delores Girillo, Port Washington School District, and Professor Richard Baecher, Fordham University, conducted workshops on curriculum, instruction and materials.

Inservice Program

Each fall and spring semester, Center staff offers a number of courses in the area of communication in the native language, namely Spanish, Italian and Portuguese. The aim is to offer school personnel some language training to foster better communication (in the native language) between school administrators, personnel, parents, pupils, and community representatives. Other courses offer methods and materials in the bilingual setting. Another course focuses on the understanding of cultural diversity as reflected in the classroom situation and in the population of Nassau County. The aim of these courses is to offer approaches that will ease the process of assimilation into the American fabric for children from other cultures. Curriculum is developed to promote multicultural awareness and understanding among English and non-English-speaking students so they will be able to share each other's cultural experiences. All the inservice courses are designed to meet inservice credit requirements of the district. **TF**



ADVOCATORY ROLE

Community cooperation is vital to the success of bilingual education programs primarily because of the effects its attitude will have on the language learning of the children. It is, therefore, very important for the schools operating such programs to keep in touch with the community at all stages of planning and implementation. The purpose is not to sell a program but to inform and to promote understanding. In the BOCES project, David Medina fills this function.

If a majority of the community is unwilling to accept bilingual education, some members may still support it, at least for experimental purposes. Direct observation of the results of bilingual education will often convince people that it is useful.

A variety of methods can be used to keep the community informed:

- In early stages of a program, open meetings of school boards with an expert in bilingual education present to answer questions.
- News and feature items for newspapers, radio, and television in both languages.
- Speakers available for PTAs, service clubs, or church groups (all presentations should be in the language of the group).
- Small pamphlets describing purposes and plans (prepared in both languages) and distributed where they can reach all segments of the community, e.g., in food stores, through religious groups, and health clinics.
- Special invitations to community leaders to observe planning and training sessions and classrooms.
- Regular arrangement for members of the community (once the program is under way) to visit classes.
- Newsletter, sent home with students at regular intervals, including pictures of activities.
- Continuing communication between the school and community regarding both progress and problems.

One of the most beneficial results of a bilingual program may well be the extent to which it allows parents to become involved in the formal education of their children. Administrators and teachers must work to bridge the traditional cultural gap between English-speaking schools and non-English-speaking homes. It is the job of the school to let the parents know that their participation is wanted and needed, and to provide opportunities for communication. Some of the following steps may encourage parental involvement:

- Notices and invitations in the language of the home.
- Different and more convenient meeting times for PTA and similar activities.
- Representation from all community groups in school-related organizations.
- Recruiting their help in preparing instructional materials (providing coffee and baby-sitting), showing parents the progress of the program and the way the materials they are helping prepare will be used in the classrooms, e.g., games, flash cards, flannel-board stories.
- Visits by teachers to pupils' homes (only if community so desires).

One of the most important factors in promoting parental involvement and better understanding between home and school is inherent in the nature of a bilingual program. The children are taught in the language of the home, and they can express or apply what they have learned there. Experience has shown that when parents are in a position to understand what is going on at school, they are more likely to be supportive of the efforts of the school in the education of their children.

In all the districts participating in the BOCES bilingual/bicultural program, extensive efforts have been made to gain parental and community support. Such efforts have included providing parents and community with information on bilingual/bicultural education and its benefits, and clarifying misconceptions they might have about the program. Meetings are held with parents and community members; letters, newsletters, and notices are sent home in the native language of the parents, and visits are made to the homes by the community liaison person to maintain communication, both at the initiation of the program and throughout the school year. Community liaison encourages the parents to help their children with their school work, informs them of their children's progress, and reminds them of the importance of the children's regular attendance at school.

Recognizing the perception of schools as unresponsive, unreceptive, and generating an alienating atmosphere, which schools have projected to language minority communities, some bilingual/bicultural programs have attempted to improve the school's relevance and sensitivity to those communities. In some cases this has been done by hiring qualified community people to work as teachers and paraprofessionals in the programs, and by encouraging parents and community members freely to visit and observe classrooms, to participate in social and cultural activities presented by the children in the program, and to volunteer to work in the program.

In addition, all bilingual/bicultural programs have established community advisory boards whose responsibilities include, among other things, serving as liaisons between the school program and parents and community members, and contributing to the drafting of the program proposals for funding. BOCES Bilingual Advisory Council is comprised of Spanish, Italian and Portuguese parents. It meets three times a year to discuss many aspects of the program and participates in many community activities. Periodically, teachers from the bilingual program attend council meetings, and at least one of the three meetings held throughout the year is attended by large numbers of parents and community people.

TF

NASSAU BOCES DIVISION OF RESEARCH AND DEVELOPMENT
BILINGUAL CULTURAL
RESOURCE AND TRAINING CENTER

COMMUNITY SERVICES

The Mineola Public Schools has experienced a recent influx of bilingual students into their schools. At the present time approximately 16% of the school population are bilingual students, that is, students who come from homes where English is not the dominant language. Three hundred and twenty-six (326) students come from homes where the primary language spoken is Portuguese. The majority of these students are first-generation immigrants who speak little or no English.

As a result of this, there has been a need for more school/community communication. In February, 1976, BOCES, under its Title VII grant, provided Mineola with a part-time community liaison person, Cynthia Rendeiro, who speaks Portuguese and Spanish fluently. Cynthia also works part-time in the Mineola Schools as a bilingual aide. Her role as liaison has included various responsibilities. She consults with and informs the administration, bilingual staff and classroom teachers as to the out-of-school educationally related needs of the bilingual children and adults. She meets with groups of parents, club organizations, agencies and representatives of the bilingual community to obtain and exchange information on points of view, cultural characteristics, interest values and aspirations. In order to more effectively inform parents of their children's progress, report cards have been translated. Also, Cynthia has assisted in preparing press releases, articles and communiqués regarding school programs and activities.

Recently, a reading and writing assessment for language-learning youngsters was developed by the bilingual coordinator in consultation with the bilingual staff. Cynthia assisted in translating and in evaluating the assessments for their linguistic relevancy.

In conclusion, the role of community liaison has helped toward ensuring the establishment of school/community teamwork necessary for the development of programs which specifically meet the needs of Mineola's bilingual population. **TF**

Ethnic and Language Radio Programming

All Black (WWRL, 1600 AM and WNJR, 1430 AM);

Black-oriented gospel show (WTHE, 1520 AM), 11:30 AM to 1:00 PM Monday through Saturday;

Chinese (WEVD, 97.9 FM), 8:00 AM to noon Saturdays;

German (WEVD, 1330 AM, 97.9 FM), 5:00 to 8:00 PM Saturdays, AM and FM, and 4:30 to 6:30 PM Sundays, FM;

Greek (WEVD), 8:00 to 8:30 AM and 6:30 to 7:30 PM Sundays, AM and FM, and on FM, 7:30 to 10:00 AM Monday through Friday, and 6:30 to 8:00 PM Saturdays; (WTHE, 1520 AM), 2:00 to 4:00 PM Saturday;

Hebrew (WEVD), 8:30 to 9:15 PM Monday through Thursday, AM and FM;

Irish (WEVD), 9:30 to 10:30 PM Sundays, AM; (WTHE, 1520 AM), 2:00 to 2:45 PM Sundays;

Italian (WEVD), 1:30 to 5:00 PM Monday through Friday, and 1:00 to 4:00 PM Saturday;

Italian-theme shows (WBAB, 1440), 9:30 AM to 2:00 PM Sundays; (WSUF, 1580 AM), 10:05 AM to 3:00 PM Sundays;

Japanese (WEVD), 3:00 to 4:00 PM Saturdays, FM;

Korean (WEVD), 10:30 to 11:00 PM Sundays; AM;

Lithuanian (WEVD), 4:00 to 5:00 PM Saturdays, AM;

Polish (WEVD), 11:00 to 11:30 PM Sundays, AM;

Portuguese (WEVD), 5:00 to 6:30 PM Monday through Friday, and noon to 3:00 PM Saturdays, FM;

Russian (WEVD), 8:00 to 8:30 AM Saturdays, AM;

Scandinavian (WEVD), 9:00 to 10:00 AM Saturdays, AM;

Spanish (WEVD), 10:00 PM to 1:00 AM Monday through Friday, AM and FM;

All Spanish (WHOM, 1480 AM and 92.3 FM); (WADO, 1280 AM);

Turkish (WEVD), 7:30 to 8:00 PM Sundays, FM;

West Indian (WEVD), 8:00 PM to midnight Sundays, FM;

Yiddish (WEVD), 9:30 AM to 1:00 PM Monday through Friday, FM, and 8:00 to 10:30 PM Saturdays, AM and FM;

Yugoslavian (WEVD), 3:00 to 4:30 PM Sundays, FM. **TF**

BOCES Occupational Education Offers ESL to Adults

Often, the daily attendance roster at the Adult Occupational Education program in English as a Second Language will show people from 20 different nations. Currently, the roster reads Italy, Czechoslovakia, Greece, Portugal, China, Japan, Germany, Switzerland, France, Lebanon, India, Hungary, Yugoslavia, Spanish-speaking (seven countries). Their previous educational backgrounds range from total illiteracy to college.

Program goals—for students simply to function—seem modest in terms of ultimate student achievement. But as students' intellect ranges, so does their achievement. Once mastery level of English permits, they can enroll in Adult Basic Education classes. These, by catalog description, "offer a variety of individualized training experiences in learning-laboratories and classroom work that will enable students to acquire reading and math skills in order to attain successful employment and to help them function better in society." Individualization is a key word throughout. In a fairly short time four people have gone from ESL to basic education, to high school equivalency, to scholarship at Molloy College under the Higher Educational Opportunity Program.

A placement test, according to SED guidelines, is given at entrance. Students are additionally tested after each 100 hours of instruction.

Title VI Adult Basic Education guidelines allow non-English-speaking adults to be brought to the ABE level of fifth grade, and it is under this section that the Nassau BOCES program operates. All options for further education are open. Preferences of students are found by using job interview techniques; the adult students are screened by guidance personnel. Their job orientation, acculturation, employability, and citizenship requisites are all taken into account. ESL students may move into health-allied training, office occupations, food services at Hempstead, or the full spectrum of trades at the Albertson Adult Center.

Among the assets the BOCES class offers students are familiarity with the County—shopping centers, library, post office, leisure passes—as well as the traditional teaching of Americanisms, which has been known to include discussions of the Beatles.

Attendance is generally very good and results gratifying. There were 46 enrollees in September, 1975. By April, ten had jobs, eight were in BOCES training programs, 24 were in ESL classes regularly. Four had left only because of personal problems.

Recruitment of students is never a problem—word of mouth has thus far filled all available places. The Hempstead location has the most varied countries of origin, probably because of the proximity of the bus terminal. In Bellmore-Merrick CSD and Mineola, classes are totally Vietnamese adults. These classes were started in cooperation with both school districts after numerous agencies joined in an effort to facilitate the teaching of Vietnamese refugees. Agencies and sponsors provide transportation and meeting rooms. The method for teaching them is not individualized, but is more in keeping with rote learning—in a structured classroom situation familiar to Vietnamese nationals. The English teacher presents material; then a Vietnamese-born aide repeats material in its familiar format. In Rockville Centre and Westbury (in a parish facility), Hispanic groups, which include seven nationalities, meet.

There is no question that what happens in education in Nassau, also happens at BOCES. **TF**

Special Ed Would Identify Bilingual Learning Disabled

This spring, the Division of Special Education (SE) of the Board of Cooperative Educational Services of Nassau County proposed a grant to the United States Office of Education based on the development of a model program for identification of learning-disabled bilingual youngsters and eventual implementation of an appropriate program. This proposal represented the joint efforts of SE's District-Based Programs in Learning Disabilities and the Bilingual/Bicultural Resource and Training Center of BOCES Division of Research and Development, and actually evolved from discussions of mutual concerns.

The educational philosophy of the bilingual/bicultural program is based on research that emphasizes the natural progression from listening to spoken language, to reading which takes place in the native language. Nancy Modiano notes, in relation to studies in the Chiapas highlands of Mexico:

> "The reading act itself depends upon the ability to perceive graphic symbols and to attach meaning to them. In order to perceive a graphic symbol as a differentiated phenomenon it is necessary to have some familiarity with it and to be able to attribute some meaning to it. When the symbol represents a nonsense syllable learned by rote this is far more difficult and confusing than when it represents a known object; *learning to read in a foreign language is far more difficult and confusing* than learning to read in one already known."[1]

Teachers and administrators in the bilingual demonstration units were involved in extensive one-to-one language proficiency testing in the fall of 1975. Close to 320 youngsters, grades Pre-K through three, in bilingual programs in ten school districts were tested using the *Bilingual Syntax Measure*.[2]

The *BSM* is administered in English and Spanish on an individual basis. It is designed to measure children's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making judgments. An analysis of the child's speech in answering these questions

Continued on page 56

AN INVENTORY FOR STUDENT ASSESSMENT

by Dr. Rinaldo Lago
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Long Beach CSD

These notes are only what the title implies—a series of observations made in the classroom, personally tested with the students, carefully evaluated, and offered to fellow bilingual/bicultural teachers. Although these do not comprise a thorough study—and are not thus intended—of all possible questions to be asked of a bilingual/bicultural Hispanic student, there are enough questions, with an appropriate depth and range, to give the teacher a reasonable assessment of four main affective and linguistic aspects of the students, and consequently facilitate better planning for a successful year. • Personal: Who are the students, from both a personal background and a linguistic-academic point of view? • Linguistic Self-Evaluation: What is their perception of their linguistic background, assets and liabilities? • Psychological Disposition: What is their attitude toward the two languages involved, Spanish and English, and specifically toward bilingualism/biculturalism? • Student Involvement: What are their goals, needs, interests, and expectations, as well as their suggestions in the bilingual curriculum in order to give appropriate answers?

The success of the Questionnaire is necessarily dependent upon the sincerity and fairness of the students' answers and, therefore, a special emphasis should be placed upon this, explaining to students the cooperation and behavior expected on their part.

The group the Questionnaire was presented to represents a proper cross section of the different types of students referred to in the question. The rationale accompanies each question. The pupils were eighth graders, nine boys and twelve girls, either Hispanic or from Hispanic backgrounds, who belong to six different linguistic and ethnic groups, e.g., El Salvador, Nicaragua, Dominican Republic, Ecuador, Argentina, and Puerto Ricans from "La Isla" and from New York. For their interest and cooperation, I am personally indebted and thankful.

The best time to use the Questionnaire is at the very beginning of the school year—before the objective pretest which measures the students' linguistic proficiency is administered. The correlation between the students' self-evaluation and the actual objective results is highly encouraging. The Questionnaire will also function to give an overview of verbal comprehension and motor skills in writing. To sum up, there is valuable humanistic information in the Questionnaire that a creative teacher can put to good use.

The Question Guide at the end of the Questionnaire has been a useful tool for the teacher administering it, for it identifies the student to whom a question is directed.

1. **What's your name?**
   Asking the student's name is minimal for individualizing and personalizing. It makes him/her feel proud of it, and permits the teacher to assess student's background, family relationships, self-esteem, etc.
2. **How old are you?**
   The age permits placement on, above, or below standard levels of instruction, giving hints for further analysis, research and explanations. It will also allow a possible variability in regard to his learning another language; for instance, between eight and twelve, the child may become a coordinate* bilingual, older than twelve, a compound** one.
3. **What grade are you assigned to in school in the U.S.?**
   The grade in the American school is related to No. 2 as well as to the existing curriculum for the Hispanic student.
4. **If you have emigrated or moved to the U.S., what grade were you assigned to in school in your country?**
   - **A. Same grade as in the U.S.**
   - **B. Higher grade**
   - **C. Lower grade**

   The migratory movement from Spanish-speaking countries is recorded to permit the teacher to perceive some of the emotional, linguistic and/or academic malfunctions, maladjustments, frustrations, inhibitions, etc., in order to look for and find effective solutions.
5. **Where were you born? City and country.**
   The place of birth will permit a better understanding of the student's linguistical patterns, phonological traits, morphological usage, syntactical forms, vocabulary, colloquial expressions and idioms, dialectical characteristics, etc. It will also give a unique opportunity to organize topics, "fun units," units of work, etc., around the students' nationality.
6. **When you were a very young child, do you remember what language or languages you first heard at home?**
   - **A. Spanish**
   - **B. English**
   - **C. Both Spanish and English**

   The student's consciousness of which language was first heard, the "first language," helps to clarify the nebulous concepts, such as "mother tongue," and "native language."
7. **When you were a very young child, do you remember what language or languages you first spoke or used naturally and spontaneously?**
   - **A. Spanish**
   - **B. English**
   - **C. Both Spanish and English**

   This observation is related to No. 6, but tells which language was naturally and spontaneously spoken or used first. Very useful, as children who have been exposed to a variety of languages since infancy for various reasons choose "naturally and spontaneously" one language over others as their actual first language.
8. **Respond only if you have answered A) to questions 6 and 7. If you heard and used Spanish first, can you answer the following questions?**
   - **a) How old were you when you heard English for the first time?**
   - **b) Where did you hear English for the first time?**
   - **c) Did you begin to use English for communication or did you refuse to do so?**
   - **d) Did you continue using Spanish or did you stop doing so?**
   - **e) In what language were you taught in school?**

LEVEL OF INSTRUCTION

1. Nursery school
2. Kindergarten
3. Elementary school—grades 1 through 6
4. Junior High School—grades 7 and 8
5. or Junior High School—grades 7 through 9
6. Senior High School—grades 9 through 12
7. or Senior High School—grades 10 through 12

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*both languages have grown out of the experiences themselves and not as a result of using one set of verbal symbols to explain the other.

**a linguistic system in which the native language is likely to be stronger and the second language is imposed through learning "by way of our native language."

LANGUAGE USED IN TEACHING IN THE SCHOOL

Spanish
English
Spanish and English: Bilingual-bicultural education

> If Spanish was heard and used first, there are several predictable variants of language proficiency: (1) If English usage was begun, and Spanish was continued, a coordinate bilingual, or at least a compound one is predictable; (2) If English usage was begun, but Spanish stopped, an English monolingual is predictable; (3) If English was rejected, but Spanish continued, prediction is for a Spanish monolingual; (4) If English usage was refused and Spanish usage also ceased, a half-lingual* or non-lingual** may occur. (See question 12.)

9. Respond only if you have answered B) to questions 6 and 7. If you heard and used English first, can you answer the following questions?
- **a) How old were you when you heard Spanish for the first time?**
- **b) Where did you hear Spanish for the first time?**
- **c) Did you begin to use Spanish for communication or did you refuse to do so?**
- **d) Did you continue using English or did you stop doing so?**
- **e) In what language were you taught in school?**

LEVEL OF INSTRUCTION

1. Nursery school
2. Kindergarten
3. Elementary school—grades 1 through 6
4. Junior High School—grades 7 through 8
5. or Junior High School—grades 7 through 9
6. Senior High School—grades 9 through 12
7. or Senior High School—grades 10 through 12

LANGUAGE USED IN TEACHING IN THE SCHOOL

Spanish
English
Spanish and English Bilingual-bicultural education

> This item seeks the reverse information of the above, for the student who heard and used English first, and who was later exposed to Spanish: (1) If the student began in Spanish, and continues with English, a bilingual is anticipated; (2) If he began Spanish, but stopped English, a Spanish monolingual is predictable; (3) If he refuses to use Spanish, but continues with English, an English monolingual may result; (4) If he refuses to use Spanish and also stops English, there is a possibility of a half-lingual or more critically a non-lingual. During the displacement from one country to another with different language and culture, it is needless to say that patience, good will, and effective teaching have to be combined in such cases.

10. Respond only if you have answered C) to questions 6 and 7. If you heard and used as first languages both Spanish and English, can you answer the following questions?
- **a) How old were you when you first heard and used Spanish and English?**
- **b) Where did you use Spanish?**
- **c) Where did you use English?**
- **d) Did you keep using both languages or did you drop and discontinue one?**
- **e) Which one did you continue using?**
- **f) In what language were you taught in school?**

LEVEL OF INSTRUCTION

1. Nursery school
2. Kindergarten
3. Elementary school—grades 1 through 6
4. Junior High School—grades 7 through 8
5. or Junior High School—grades 7 through 9
6. Senior High School—grades 9 through 12
7. or Senior High School—grades 10 through 12

LANGUAGE USED IN TEACHING IN SCHOOL

Spanish
English
Spanish and English: Bilingual-bicultural education

> The possibility of a coordinate bilingual is presented here. However, if a bilingual education were not at hand, such bilingualism would be a compound one—more the product of the home supplying "the other" language, which, because of the lack of such bilingual education, will either be imperfect or not as developed as English. (1) If both languages are heard and used, a bilingual person (of one sort or another) is expected. (2) If only one language is kept, the pupil is most likely monolingual, or a very weak semi-compound bilingual (a passive one).

11. Respond only if you answered C) to question 6 (but did not answer C) to question 7).
If you heard both languages, Spanish and English, spoken at home at the same time, but only used one of them, can you answer the following questions?
- **d) Did you also continue to hear and understand, but not use, the other language? Yes or no?**
  Spanish or English?
- **c) Did you keep using that first language? Yes or no?**
- **d) Did you also continue to hear and understand, but not use, the other language? Yes or no?**
- **e) In what language were you taught in school?**

LEVEL OF INSTRUCTION

1. Nursery school
2. Kindergarten
3. Elementary 1 through 6
4. Junior High School 7 through 8
5. or Junior High School 7 through 9
6. Senior High School 9 through 12
7. or Senior High School 10 through 12

LANGUAGE USED IN TEACHING IN SCHOOL

Spanish
English
Spanish and English: Bilingual-bicultural education

> A variant of No. 10 is the person who hears both Spanish and English as his first languages but uses only one of them. If that first used language is retained, and the other is not spoken, a monolingual student is expected, particularly if the other language is not heard anymore; but a passive bilingual results if the other language is understood and heard, although never used. There is also the possibility of finding a "half-lingual" or even a "non-lingual" as described above.

12. Do you feel you have command of both languages, Spanish and English, today? Answer only one:
- **a) Yes, a fairly equal command of both languages.**
- **b) Yes, although a better command of Spanish.**
- **c) Yes, although a better command of English.**
- **d) No, have command only of Spanish.**
- **e) No, have command only of English.**

The student's own judgment and self-evaluation about his/her degree of linguistic competency, as well as his/her language preferences correlate with the results of language abilities in objective tests with a high degree of accuracy. The different degrees of bilingualism: a) coordinate bilingual, b) compound bilingual-Spanish dominant, c) compound bilingual-English dominant, d) Spanish monolingual, and e) English monolingual of Spanish ancestry, and subcategories, the "half-lingual" and the "non-lingual," ought to be subject to further objective measurement.

13. Respond only if you have answered a), b), or c) to question 12.
If you have command of both Spanish and English—either of similar or different degrees—how do you feel while using these languages?
- **a) Equally at ease and confident in both Spanish and English.**
- **b) Feel more at ease in Spanish.**
- **c) Feel more at ease in English.**

This question stresses the psychological factor. It is always important for the learning situation to know both the student's feelings and his/her preferences. Of course, there should be a correlation between

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*partial development in Spanish and English without an acceptable linguistic status in either

**lack of continuity in normal language development—severe speech and linguistic problems stemming from psychological traumas in school situations lacking good bilingual education or having a poorly organized and implemented one items a), b), and c) in both questions 12 and 13. This is, in addition, a device to check the validity of the students' answers, allowing for the emotional preference of both the coordinate and compound bilinguals.

14. Respond only if you have answered a) to questions 12 and 13. Even if you feel equally at ease and confident in the command and use of Spanish and English, do you still prefer or favor the use of one over the other?

- **a) No, both languages are interchangeably used with the same degree of preference.**
- **b) Yes, I prefer to use Spanish.**
- **c) Yes, I prefer to use English.**

Should the student self-evaluation indicate a "coordinate bilingual," it would be interesting to know for future reference in the class situation—problem-solving or developmental work—the degree of preference for one language over the other, even among those who rate themselves as equally proficient and confident in the use of both languages. Thus, three new subcategories surface among the coordinate bilinguals, of whom some, because of elements of an affective nature, will have linguistic use preferences or tendencies.

15. Respond only if you have answered b) or c) to questions 12 and 13. How do you rate yourself?

First Language Used	Today's Language of Preference	Language Skills	Estimate of Degree of Competency In Spanish Good	Fair	Poor	In English Good	Fair	Poor
1 Spanish	1 Spanish	a) understanding	1	2	3	1	2	3
2 English	2 English	b) speaking	1	2	3	1	2	3
3 Spanish and English		c) reading	1	2	3	1	2	3
		d) writing	1	2	3	1	2	3

This question is geared to establish, with more precision, the student's self-evaluation regarding how his/her first language has been retained or shifted, as well as his/her appreciation of language skills, and degree of competency in both Spanish and English. For instance, a student, Juan, used Spanish first but lacking a bilingual education, and because of the English school curriculum and the group pressure, prefers English today and hasn't actively used Spanish for years, although he understands it. On the other hand, he has no great trouble reading and writing in English, although he is practically illiterate in Spanish. Consequently, he would possibly answer this question as follows:

First Language Used	Today's Language of Preference	Language Skills	Degree of Competency In Spanish	In English
1 Spanish	2 English	a) understanding	2	1
		b) speaking	3	1
		c) reading	3	2 or 1
		d) writing	3	2 or 1

16. Respond only if you have answered b) to questions 12 and 13. If you feel that Spanish has been dominant over English in your bilingualism, can you pinpoint why? Check all those that may account for your Spanish dominance:

- **a) I learned English poorly, only enough to get around because of the "English-for-Anglos-Only" school curriculum.**
- **b) I never was taught English as a Second Language.**
- **c) The absence of a true bilingual/bicultural program for a balanced linguistic development.**
- **d) I felt rejected and discriminated against by teachers and/or students, and rebelled against the language spoken by them.**
- **e) I felt isolated and marginal in the Anglo majority.**
- **f) I took refuge and shelter in the language spoken at home—Spanish—as a self-defense mechanism.**
- **g) Bitterness and frustrations brought about the hatred of English.**
- **h) Political reasons: Independence, political revenge against the "Yankee imperialism," socialist or radical propaganda, etc.**
- **i) I came as a young adult to the United States and either have learned English under the Spanish linguistic dominance or haven't had the necessary time for an acceptable development of English.**
- **j) Any other.**

If student's self-evaluation is a compound bilingual with Spanish dominance, he/she is given the opportunity to mention the possible causes, all of which can give very useful insights to guidance counselors, administrators, school psychologists, social workers, and most immediately—the bilingual teacher.

17. Respond only if you have answered c) to questions 12 and 13. If you feel that English has dominated over Spanish in your bilingualism, can you pinpoint why? Check all the possible causes for your English dominance:

- **a) Spanish vocabulary limited to Spanish as used at home and by Hispanos friends. I never had the opportunity for linguistic correction, development and growth, because of the "English-for-Anglos-Only" school curriculum.**
- **b) I never was taught Spanish as a first language: Espanol para Hispanos.**
- **c) The absence of a true bilingual/bicultural program for a balanced linguistic development.**
- **d) I felt rejected and discriminated against by teachers and/or students when Spanish was spoken, or was criticized or punished; I adapted by speaking only English to avoid trouble.**
- **e) I felt rejected by the Anglo majority when Spanish was spoken, so I felt ashamed of speaking Spanish and avoided it.**
- **f) I neglected to speak Spanish at home or with friends because I was used to speaking English in school.**
- **g) I thought that the Spanish being spoken at home or with friends was substandard, or a dialect that was described as full of errors or defects.**
- **h) I felt ashamed of speaking Spanish, as it was a language of a minority group.**
- **i) I tried Spanish as it was taught for Anglos in a regular foreign language class; it was a comic contradiction and a nonsensical boring period.**
- **j) I felt lazy and apathetic.**
- **k) I was disinterested in learning properly the language of my ancestors.**
- **l) The Spanish program was considered irrelevant by me.**
- **m) I was affected by group pressure.**
- **n) I felt ashamed of being a "spic."**
- **o) I was one of the few Hispanos in the school and didn't want to be different from others or be singled out.**
- **p) My friends were all Anglos and English was the only language used for communication.**
- **q) Spanish was hard to learn, especially by me.**
- **r) I decided to become a monolingual English-speaking American.**
- **s) Any other.**

The possible creation of an English-dominant compound bilingual is explored in both this and previous questions, a) the existence of the "English-for-Anglos Only" school curriculum, b) the absence of ESL for the English dominant, c) non-existence of E.P.H. (Español para Hispanos), d) the lack of a true bilingual/bicultural school curriculum, are some of the causes of linguistic dominance, or, as reflected by the next two questions, of flat monolingualism.

18. Respond only if you have answered d) to question 12. If you feel that you have command of Spanish only as a monolingual, can you pinpoint why? Check all possible causes for your Spanish monolingualism among the ones mentioned in question 16.

Responde solamente si contestaste d) a la pregunta 12. Si tu crees que sólo tienes dominio del español como monolingüe, ¿puedes indicar por que? Marca todas las posibles causas para tu monolinguismo español entre las que se mencionan en la pregunta anterior 16.

If part of this questionnaire is given to a Spanish monolingual student, it has to be translated into Spanish, as has been done in the sample question.

19. Respond only if you have answered e) to question 12. If you feel that you have command of English only as a monolingual, can you pinpoint why? Check all possible causes for your English monolingualism among those mentioned in the question 17.

Both this question regarding the English monolingual, and the above, in reference to the Spanish monolingual, ask the student candidly for his/her opinion about ingredients of such monolingualism. In both situations the replies suggest the possible causes that created the English and Spanish dominance, stated in the questions 17 and 16.

20. What is your attitude toward the Spanish language? Answer yes or no.

- **a) Do you feel proud of it?**
- **b) Do you feel ashamed to use it in public?**
- **c) Do you want to master it, and also be acquainted with the Spanish culture and literature?**

Continued on page 53

Bilingual Education—Here to Stay?

by Isabel Cid Sirgado, Ph.D.
Chairman, Spanish Department
Hofstra University

With millions of dollars having been poured into elementary and high schools throughout the nation for bilingual education programs, now, after a few years of operation, some of the same fundamental questions about implementation, basic socio-linguistic structures of curriculum, as well as its overall impact on the American school system, are still left without meaningful answers. Whether educators are proponents of mainstreaming non-English-dominant children through ESL programs or mainstreaming the bilingual-bicultural curriculum in the schools, failures in many areas could counterbalance any argument in defense of either position.

As concerned educators in this revolutionary concept—revolutionary only in the United States, since bilingualism has been a pattern of life in many countries—as educators convinced of the need for such a system of education to upgrade the opportunities of a significant minority in the United States, we should stop and think why in many instances the premise, the very concept, of bilingual education does not meet the true reality as we see it today.

In traveling extensively throughout the country, visiting schools from east to west, going to local, national and international conferences, we have received with dismay innumerable reports of "what is not working," as opposed to but a few isolated cases "where it is beautifully working."

We talk about programmatic concerns, curriculum development, resource materials, community involvement. We see thousands of school children brought into these programs. And yet we find hundreds of dedicated teachers struggling to cope daily with situations that are inherently self-defeating—with administrators more interested in seeking "soft-monies" than in innovative programming — teachers who operate with a dearth of resource materials in a sea of community apathy.

It is about time that we face the truth. One of the basic problems of bilingual education today is not the premise, the concept or even the way it is being implemented through state and federal laws. If in most instances, these programs are seen as "remedial," it is primarily due to a lack of prepared personnel to teach in these heavily funded classrooms—personnel, incidentally, who have been forced, due to the lack of educational resources, to be themselves "remedial" in nature.

Unfortunately, it was not until fiscal 1975-76 that the Federal government realized that some of the Title VII monies should be invested in developing teacher training programs at the university level, programs designed not to offer a series of courses for inservice training, but meaningful degree-granting programs that could develop trainees into trainers of teachers. This is where we should have started a long time ago! Now, however, the problems at the university level are but a microcosmic example of what we have seen at the elementary and secondary levels of education.

If we talk about school administrators merely seeking "soft monies," we have to think in the same terms about university administrators. If we talk about lack of community involvement, we should also recognize that resistance exists within the university community as well. If we talk about lack of cooperation from other educators within the school systems, the tales are equally true at the university level. If we realize that most of these programs are viewed as "remedial" in nature, they can also be seen at the university level as "remedial" in the sense of providing much needed revenues.

The conclusion is obvious—it is not enough to train teachers or teacher trainers. What is essential is that as these programs are developed, they prove to be an enrichment experience, a two-way street in an educational course in which there are no threats, because no one can be the loser. In essence, if bilingual education is to survive, this permanent status has to come from the institutionalization of programs at the university level.

The enormous responsibility thrown in the laps of those college educators currently embarked on developing such programs is inestimable. The problems start immediately after the "soft" or even "hard" monies are put into effective operation.

A truly bilingual-bicultural program should be a pathway to true cultural pluralism, which stems from multiple disciplines within a university. Isolation can only lead to self-destruction. Communication through cross-cultural approaches is the only viable way toward the institutionalization of a sound educational reality—a reality that can evolve not as one more remedial program to benefit a minority segment of society, but as an essential part of any well-rounded college curriculum, to serve society as a whole.

It is with serious concern that I have seen bilingual education programs being developed not as cross-disciplinary ventures, but as self-contained units in the most negative concept of the word. I have seen programs that totally lack flexibility in their own curriculum, or in most cases, that simply ignore the possibility of drawing up the other legitimate resources that the university has to offer. Perhaps one of the most sensitive points is the lack of cooperation between language departments and schools of education, which should be joining their forces to create meaningful programs instead of working toward separate ends.

College professors currently involved in this task are so concerned about the teachers they are training that they forget that part of their mission is to retrain the minds of their colleagues. It is their function to help faculty in their own institutions to discover where and how other disciplines within the university structure can help the bilingual-bicultural programs, and benefit from them as well in a truly professional interaction.

Continued on page 56

Publishers' and distributors' viewpoints on bilingual and foreign language materials—how they are developed, influences on them, criteria for selections from abroad to be offered here, criticisms—begin on page 45.

Toward a Student-Centered Modern Foreign Language Curriculum in New York State

by Paul E. Dammer, Chief
Bureau of Foreign Languages Education
New York State Education Department

One of the most encouraging aspects of the foreign language scene in the public schools of New York State today is the fact that a relatively large segment of the secondary school population still avails itself of the opportunity to learn languages other than English despite the decrease in the number of post-secondary institutions requiring foreign language study as a requisite condition for admission.

Furthermore, it must be noted that foreign language study is not mandated by law or other regulations. Thus, it may be inferred that many students opt to learn languages for reasons other than meeting college entrance or high school graduation requirements. This trend has far-reaching implications for curriculum planners who have a concern for meeting the more diversified learning goals of today's and tomorrow's students.

The call for new State foreign language curriculum guides was in part answered in 1971 by the publication of a new syllabus in Latin, which is based on newly defined linguistic and cultural-aesthetic objectives and which focuses heavily on the development of reading competence, in terms of understanding and appreciation, with minimal reference to English. According to the new syllabus, the development of the linguistic competencies is to be achieved by means of cultural themes, a distinct departure from, for example, the "Caesar-during-the-second-year" approach represented by the earlier syllabus.

In the meantime the need for new syllabi in modern foreign languages has remained acute. As an initial step in planning for the development of new guidelines to replace those developed during the late 1950's and published in the early through mid-1960's, SED, in August, 1974, convened a meeting of a Curriculum Advisory Committee. The Committee, which was composed of outstanding leaders in the field of modern foreign language education in New York State, acknowledged that the old syllabi had had important impact in bringing about many changes in curriculum and methodology at a time when such changes were most critically needed. At the same time, its members identified specific needs which are not sufficiently met by the existing syllabi and to which new guidelines must address themselves. These needs are:

1. More options in terms of course offerings. Such options are needed to recognize the diversified goals of all students who wish to study foreign languages for reasons other than college admission. The standard four-skill sequence should be but one of the options offered.

2. Greater flexibility in methodology in recognition of differing individual preferences for learning and teaching styles.

3. The need to treat culture as an integral part of language learning, making cultural understanding and insights (rather than the memorization of discrete cultural facts) a major objective to be achieved by means of the foreign language that is being learned.

4. Greater attention to the description of various techniques appropriate for evaluating pupils' performance and attitudes in terms of clearly defined objectives.

5. Providing teachers with practical suggestions for adapting instructional materials in order to implement more effectively the courses of study to be recommended in the new syllabi.

6. The inclusion of information concerning recent trends which would facilitate efforts toward making the curriculum and instruction more student-centered, such as individualized instruction and continuous progress, special interest topical mini-courses, interdisciplinary courses, career education, use of technology, etc.

The Advisory Committee's recommendations are founded on the philosophical point of view that, given a sufficiently flexible curriculum, all students may derive benefit from foreign lan-

Nassau Foreign Language Curriculum Advisory Council

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* *Time Frame Committee*

guage study for reasons other than college admission, a trend already demonstrated in many schools of New York State and supported by the enrollment data shown above. Among the potential benefits cited by the Committee were the following:

- Knowledge of languages other than one's own is an indispensable tool for individuals to learn to know themselves, other human beings, and the world in which they live.

- For this reason, learning about cultures other than one's own is one of the most broadening experiences known to human beings.

- In addition to the long-range benefits to be derived from such experiences, pupils will also realize immediate practical benefits, such as being able to engage in comprehensible conversations in other languages on topics within their interests and abilities, or to comprehend shortwave broadcasts (thereby bringing them closer to the world and realities around them), or to read parts of a newspaper in another language, or to participate in correspondence with pen pals in other countries, or to feel a sense of accomplishment and pride which comes from the ability to be of help to those fellow human beings residing in our cities, towns, and villages who know no English.

- Lastly, a survey of the classified sections of major daily newspapers has revealed that there is an ever-increasing demand in a wide range of careers for individuals who, in addition to other marketable skills, have competence in at least one language other than English.

In making these recommendations, the Committee concluded that the opportunity for learning other languages to meet these needs must be provided chiefly by the schools. This is particularly true when such opportunity is not readily available either in pupils' homes and communities or through travel or residence abroad.

Diversified Methods Essential
Thus, the Curriculum Advisory Committee has charged SED with a significant task: to provide a curriculum for modern foreign languages which is to serve a much broader range of the school population than ever before. Such curriculum must take into account, and compensate for, individual differences in students' attitudes, interests, needs, abilities, and learning styles. Neither a single course of study nor a single method of teaching nor mode of learning will suffice to meet the wider range of needs.

In addition to serving the needs of students and teachers, the new guidelines must provide information for school administrators, guidance staff, and teacher trainers. It has been determined that the most economical, appropriate, and useful format for this purpose will be a two-part syllabus: first, a general syllabus applicable to all modern foreign languages, designed to reach the attention of teachers, administrators, guidance counselors, and teacher trainers; second, a supplement to the general syllabus, consisting of solutions to special problems in specific languages, including sample lessons and bibliographies. Work on the draft of the general syllabus has begun. Work on the special language sections of the supplemental part will follow at a later stage.

The general syllabus, as planned, will contain seven chapters. Chapter III, "The Modern Foreign Language Program," will constitute its major focal point, encompassing the Advisory Committee's recommendation for a more diversified curriculum.

The program will be described in terms of two strands: a State Diploma (or "Regents") Credit strand and a Local Credit strand, both preceded by Basic Courses in each of the languages offered in a particular school. Within each of the two strands it will be possible for schools to offer to students options for concentrating on the development of one, several, or all of the four language skills.

Each of the suggested optional sequences will be described on the basis of significant cultural themes and in terms of expected outcomes rather than length of study.

As an additional departure from the older syllabi, the new guidelines will also contain recommended course options for students who have completed one of the State Diploma Credit sequence options. These courses will be designed to encourage those students to continue foreign language study beyond the point at which they take the appropriate Regents examination so that they may further develop their language skills to a level of competence required by an increasing number of careers.

Every student would be expected to acquire a basic foundation in all four skills (listening, speaking, reading, and writing) of the language(s) he/she chooses to learn regardless of the options he wishes to pursue. The de-

Continued on page 54

TABLE 1: Foreign Language Enrollments in the Public Secondary Schools of New York State, 1974-75*

	FRENCH	GERMAN	HEBREW	ITALIAN	RUSSIAN	SPANISH	LATIN	TOTAL
Grade 7	26,510	3,557	329	3,706	387	48,347	1,177	84,013
Grade 8	26,878	3,778	?	4,197	162	47,092	1,216	83,323
Total, 7-8	53.388	7,335	329	7,903	549	95,439	2,393	167,336
Grades 9-12	114,488	24,529	2,181	18,983	1,951	223,359	11,846	397,337
Total, 7-12	167,876	31,864	2,510	26,886	2,500	318,798	14,239	564,673

TABLE 2: Percent of Public Secondary School Population in New York State Engaged in Foreign Language Study, 1974-75*

	FRENCH	GERMAN	HEBREW	ITALIAN	RUSSIAN	SPANISH	LATIN	TOTAL
Grade 7	9.9%	1.3%	.1%	1.4%	.1%	18.0%	.4%	31.2%
Grade 8	10.2%	1.4%	?	1.6%	.1%	18.0%	.5%	31.8%
Grades 9-12	10.6%	2.3%	.2%	1.8%	.2%	20.0%	1.1%	36.3%

Based on Data Provided by the New York State Education Department's Information Center on Education

ONE PERSON'S OPINION

Second-Language Goals Must Be Broadened

by Paul D. Cincinnato
Director of Foreign Language
Farmingdale UFSD

As president of the New York State Association of Foreign Language Teachers (although by the time this is published my term of office will have expired), I welcome this opportunity to provide an overview of the direction that second-language learning must take if future language students are to derive practical, achievable benefits from what has always been a very worthwhile learning experience.

The knowledge of a second or third language must be construed by students, parents, administrators and teachers, as an essential component of the basic education of every American child. In order for this to become a reality, however, the reasons and explanations for studying a language must direct themselves to goals that are practical, applicable and achievable.

Must Broaden Rationale

For many years, we, as second-language teachers, have employed rationales for language study that unfortunately have not generated a great degree of interest and motivation toward the learning of this very practical skill. Explanations of existing abstract conditions or reasons such as: a shrinking jet age world, the understanding of one's own culture through the appreciation of other cultures, the satisfaction of reading periodicals and literary works in the target language, the possibility of future travel abroad, etc., are all good and valid for people who have a clear appreciation and understanding of the long-term benefits derived from second-language study, and from a well-rounded education. But what of the great majority of today's students?

From Abstract to Concrete

It must be pointed out that large numbers of American students neither appreciate nor understand the abstract reasons given above because their environmental orientation is one of immediate reality and of the immediate application of capsulized learning. It is to this very orientation, therefore, that those concerned with second-language learning must address themselves if we are to attract a substantial majority of students into our second-language programs. There is no doubt that second-language skills lend themselves directly to the aspects both of immediate (vocational) reality and of immediate application in the areas of careers and vocational education.

Example Set in Europe

European nations have been recognized for centuries as the "cradles" of the teaching of "art for art's sake." The traditional rationale for second language study used in these nations (e.g., the acquisition of a graceful, cultivated skill) would, therefore, seem more palatable in this environment than in our own. These nations have, for some years, however, redirected their rationale for second-language study to that of a vocational, practical and immediately applicable skill.

Students in European schools are flatly asked: Do you want a decent job? If so, you must learn a second, third or fourth language, especially if you should desire to become a secretary, a doctor, or a worker in tourism, import-export, hotel industry, public relations, journalism, etc.

It is truly felt that our approach in this country should be concomitant with the trend cited above and that we should gear our second-language programs to these same objectives.

Those who live and work on the East Coast of the United States are fully aware of the practical value and the applicability of second-language skills.

Real-Work Vocabulary

Employment opportunities become ever greater and beginning salaries are most often higher for those who have skills in a second language.

In order for the objectives cited herein to become achievable, however, second-language teachers must redirect their goals along very practical lines. This will no doubt mean that in many cases teachers will be required linguistically to retool in areas of highly specialized vocabulary connected with specific fields of work opportunity.

Second-language methodology must also undergo a degree of transformation in order for it to be aligned with the acquisition of the specific language skills required to function, however limitedly, in a real-work situation.

Interdisciplinary Cooperation

In addition, much greater interdisciplinary cooperation is of the utmost necessity, especially with departments teaching other practical skills subjects. Only through these avenues can the students receive the necessary background in order for them to be employed adequately after completing their studies.

Students, parents, school administrators as well as language teachers must recognize and promote the realistic need for, as well as the practical value of, second-language skills. Second-language skills taught in a practical, applicable context will no doubt maximize enrollments in these programs while providing a much needed service for the students.

In closing, it must be pointed out that some school districts, especially in New York State, have already instituted second-language courses of the specialized type discussed herein. The entire profession, moreover, has been discussing the redirection of goals in line with these types of courses and programs, for the last five years.

If second-language learning is to have its rightful place in the basic education of a great majority of American students, it must be clearly understood that the profession must service all levels and phases of vocational objectives. To treat the learning of second-language skills exclusively through existing traditional programs will be to prescribe the demise of what can be a very useful and practical tool for the development of a much more prosperous American economy. **TF**

LANGUAGES AND ADMINISTRATORS

• Preparation of student books, magazines, newspapers in foreign languages • Mini-dramas

by Dr. Gladys C. Lipton, Head
Foreign Languages
Center for Humanities and Arts
Board of Education of the City of New York

"Foreign language instruction is a realistic need in New York State, which serves as an international center for world trade, social and governmental affairs . . . I share the belief that foreign language learning should begin as early as possible and continue through the adult years."[1]
Ewald B. Nyquist, 1974

Commissioner Nyquist's opinion is strongly supported by people concerned with education on many levels, from parents who want to "encourage our children to explore the advantages of foreign languages," to presidents of colleges. Steven Muller, President, Johns Hopkins University, has stated, "It is my conviction that no person can claim to be well-educated or civilized without command of a second language." (See note 1.)

Perhaps the strongest thrust in favor of the teaching of foreign languages in our schools has come from the "Report to the Public and Profession" of the National Commission on the Reform of Secondary Education, in its vigorous endorsement of "Global Education" (an appreciation of others).[2] This report calls for the development of "basic international literacy," and while the various recommendations do not directly specify the study of languages, it is impossible to achieve this goal without a background in language. This writer supports Martin Mayer's view that it is "entirely impossible to break out of the prison of ethnocentricity without knowing enough of at least one foreign language to understand [that] the thought processes necessary to work in that language are rather different from those you use in your own . . ."[3]

In the face of such enthusiastic support, why the declining enrollments in foreign languages? Why is this discipline relegated to second class in the hierarchy of school offerings? Why, in some school systems, is this subject considered an educational "frill"?

It is appropriate to tackle some of the very serious questions raised by administrators on the study of foreign languages.

Why the declining enrollments in foreign languages? It is true that enrollments in particular languages have declined, such as French, German, Latin. Spanish, however, has been holding its own on the secondary school levels, and Italian has been increasing. And some schools are not experiencing a decline. Hofstra University, for example, boasts a 28 percent increase in foreign language enrollments, and has initiated a French radio program, and Saturday morning classes for high school students. Also at Hofstra, plans are under way for establishing a French House for students and the community.

Do foreign languages belong in a "Back to Basics Curriculum"? In the opinion of many educators, intercultural learnings are very much a part of "Basics," e.g., global educational goals proposed in the Reform of Secondary Education mentioned previously, and the RISE Report in California[4] which called for understanding and appreciating all peoples and cultures, without prejudice.

Should foreign languages be offered to all students? The answer is unequivocally YES! The kinds of programs that should be offered, however, will vary, according to student population, student interest, staff, schedules, and money. Whether the exposure to another language and culture is a one-year exploratory course, or a sequence devoted to listening and speaking skills, or a science-reading-oriented course, or a mini-course on travel vocabulary combined with a study-abroad program, no student should be deprived of the valuable intercultural and interpersonal experiences of second language learning.

Which foreign language is most important? It is difficult to determine which foreign language will be most useful to any particular student. However, the learning of how languages work, how languages other than English can be learned, and how to understand and appreciate *and* respect other ways of life, other ways of looking at life, and other ways of thinking about life, can be derived from the study of *any* language.

How can foreign language programs be evaluated effectively by the non-foreign language supervisor? This is a rather difficult question, because the supervisor who does not understand what is going on in the classroom will be handicapped in her or his ability to evaluate progress and provide specific assistance. Therefore, the reality of the school situation calls for a language supervisor for the most effective program of supervision. But the reality of the budget situation indicates that this will not always be possible. The following checklist may be useful as the *initial* training for the non-foreign language supervisor:

Yes No
☐ ☐ 1. Are all the students actively participating in the foreign language, either individually, or in small groups, or in whole class choral utterances?
☐ ☐ 2. Are students given the opportunity to use the language in functional situations rather than just drill exercises?
☐ ☐ 3. Are a variety of activities planned, using listening, speaking, reading and writing skills?
☐ ☐ 4. Are a variety of auditory and visual materials used in order to convey meaning and reduce the tedium of repetition, which is an integral part of the learning process?
☐ ☐ 5. Are intercultural elements part of the lesson, whether in the warm-up material, the presentation of new materials, or the application of structure and vocabulary to personalized situations, and are cultural audiovisual components an important emphasis in language learning?

Why do many foreign language teachers complain about the learning ability of their students? Teachers of foreign languages have not, until very recently, dealt with stu-

- **Opinion polls**
- **Debates on current issues**
- **Food preparation**
- **Simulated travel activities**
- **Pen-pals and tape-pals**
- **Role-playing**
- **Food festivals**
- **Career guidance and preparation**
- **Community involvement in French Language Week*, National Foreign Language Week, and Italian Culture Week**

dents of varying abilities. For many reasons, administrators and teachers, in the past, programmed for foreign language study only those students whose reading scores or grade point averages were high. The courses of study were geared for the Regents and for the college-bound students. In recent years, however, teachers of foreign languages have introduced many new and exciting techniques which will interest those students who were not previously programmed for foreign languages.

Why do foreign language teachers demand such special programs, schedules, materials of instruction? If foreign language teachers ask for materials beyond the basic textbook, applaud them! All the new trends in foreign language instruction expand the horizons of students by the utilization of current periodicals, films, tapes, videotapes, transparencies, etc. They enhance the program, they bring dynamism to the program, they bring variety and student appeal.

Why can't students speak the language after passing the Regents? Many administrators (and parents) wonder why students are not fluent after completing three levels of instruction, which may or may not include a FLES experience. Generally we have found that those students who started earlier tend to have better pronunciation, and greater comprehension abilities. One language teacher discovered that "at the end of one academic year, deducting necessary days for vacation, snow, fire drill, air-raid drill, illness"[5] the student is exposed to an average of 144 hours, a total of "six days"! According to this educator, "we perform wonders!"

What are the underlying principles of foreign language instruction in today's schools? One might well describe them as the four "D's": *Dimensions, Diversity, Dynamism* and *Delight!* The foreign language profession has been exploring new approaches and new curricula (see SED article); many schools are offering a vast array of courses in foreign languages, from mini-courses on "Travel to Spain" to sophisticated, cross-cultural comparisons of comparisons of contemporary poetry.

Foreign language teachers have understood the meaning of competition in the marketplace, and have infused into their presentations a new spirit of enthusiasm, excitement, delight in learning, and functional fervor. Gone (from many, if not all foreign language classrooms), are the drab, endless repetitions of dialogues by rote, of 40-minute exercise and translation activities, of relentless verb conjugations and the memorization of irrelevant *plume de ma tante* type of vocabulary.

Rather recently, some basic essentials of current thinking in foreign language instruction were summarized in the *AASA Curriculum Handbook for School Executives:*

1. The goal of foreign language instruction is communication.
2. Foreign language instruction embraces both linguistic and cultural activities.
3. Attitudes of intercultural understanding may be fostered by the study of foreign languages at all school levels.
4. In order to take advantage of the special language proclivities of young children, foreign language instruction should begin as early as possible.
5. An interdisciplinary approach to the teaching of foreign languages can add greater relevance to the instructional program and deeper significance to such subject areas as social studies and literature.
6. A foreign language should be offered to all students at some point in their educational careers.
7. The changing nature of foreign language offerings has brought about variations in programs: long sequences, courses for specific purposes (comparative literature, travel, reading, etc.), mini-courses, individualized programs, and courses for independent study.
8. Bilingual programs and the teaching of English as a second language have become part of the broadened scope of foreign language education.
9. Use of a modified audiolingual approach—providing instruction in the four skills of listening, speaking, reading and writing, but stressing the first two—is widespread.
10. The changing nature of course offerings has brought about varied goals and objectives. No longer is "mastery" the expected outcome of all sequences; behavior is specified in terms of "an understanding of . . .," "an appreciation of . . .," "the ability to ask directions . . .," "fluency in ordering a meal in a restaurant . . .," "the ability to understand a native speaker on the telephone . . .," and so on.[6]

Continued on page 59

Some Principals Speak Out

"The study of a foreign language invariably brings with it the study of a foreign culture. Isn't that what education is all about in the first place—*learning to live with people?*"

"Students receiving a high school diploma should, in the course of secondary education, have had exposure to a second language and culture."

"I feel very strongly that just as most, if not all, European high school students know more than one language, there is no reason why this cannot be equally true of New York City high school students."

The above are excerpts from personal communications to the author by three New York City high school principals.

Advanced Placement in the Foreign Languages For the Gifted and the Motivated

Massapequa High School's complete Advanced Placement Curriculum in Spanish has been selected for publication by The Educational Testing Service (CEEB Division) of Princeton University, to serve as a model or guide for other districts. Following is a description of the philosophy involved in the writing and implementation of such a curriculum. If you'd like further information concerning the publication, you may contact either the author or Ms. Mariette Reed of the CEEB Division.

*by George Scipione
Coordinating Chairman of
Foreign Languages
Massapequa UFSD*

We have been asked how is it that Massapequa High School presents a relatively large number of successful candidates for the Advanced Placement examination in foreign languages. The answer lies in the fact that here the Advanced Placement program is an integral part of the entire foreign language program and not a course secreted in the senior year for a very few persistent and talented individuals. The curriculum and the teaching throughout all levels inevitably must move a maximum number of students to achieve the skills and the cognitive knowledge necessary for reaping the educational and monetary benefits of a successful Advanced Placement examination.

We must, of course, not underestimate the expertise necessary to cope with the examinations given every May in Spanish, French and German. Like their English counterpart, they require that the student can read and understand literary prose and poetry and write cogent literary compositions evaluating them. Unlike the student of English who studies his subject matter for twelve mandated years, the foreign language student has, at best, six years.

Must Permeate All Levels

It is imperative, therefore, that all teachers and each level of the curriculum play the maximum possible role in achieving the required skills and cognitive knowledge. Each level has, of course, its own priorities characterized by district testing in the second year (Pimsleur test) and the Regents and College Board testing in the third and fourth years, respectively. And all levels must constantly preoccupy themselves with student motivation or be faced with declining enrollment and cancelled classes. But these imperatives need not preclude each level from contributing building blocks to the pyramid upon whose summit rest the skills and knowledge essential to success in an Advanced Placement examination.

These building blocks would be units carefully written and adapted for each level starting with the very first. An imaginative teacher of seventh-grade French would have no difficulty in using Apollinaire's simple and witty "calligrammes" to develop vocabulary, conversation and reading skills and to inspire the students to create their own simulations of this author's droll blend of poetry and sketches. Lorca could be introduced to the neophytes in the Spanish classes with his quaint poem "Canción Tonta" and his touching poem "Noche." And what junior high school student beginning the study of German would not be wryly fascinated by the image of a small boy pursued by an ambulatory church bell for missing church services in Goethe's amusing poem, "Die Wandelnde Glocke."

Articulation Is Important

The point is that the curriculum published by the Advanced Placement

Literary Committee should serve as a reading list throughout the full sequence of the foreign language program. The problem is to adapt many of these selections into effective units for developing language skills, literary perceptions and student interest.

Sartre's *Huis Clos*, as a vehicle for understanding existentialism, may elude the comprehension of third-year language students, but the Prentice-Hall classroom edition with notes and vocabulary on opposing pages coupled with units containing student role-playing, discussions, projects, directed compositions and reading comprehensions may well serve as a means to develop language skills through literature. The abstractions and tenets of existentialism, though generally alluded to in the third level, could be reserved for a more mature presentation in the lectures of the fourth and fifth years.

These units would also supplement each other by providing a perpendicular strand throughout the succeeding years of the high school curriculum. Thus the many themes of the anguish and dilemma of man found in the works of Unamuno are begun simply in the third year with the poem "Don Juan de las Ideas," his short play *La Venda* and a brief selection from his essay "Del sentimiento trágico de la vida." They are reinforced with selections from his novel *Niebla* in the fourth year, and brought to a climax with the novels *Abel Sánchez and San Manuel Bueno, mártir*, in the fifth and final year.

Constant Revision Is Important

Any curriculum purporting to train the motivated as well as the talented over a span of six calendar years (the seventh and eighth grades constituting one level) for the AP exam is, of course, *mutatis mutandis*. It must constantly be revised and updated, first to insure its implementation and evaluation, and secondly, to incorporate the frequent changes emanating from the advanced placement committees. Thus the poem "Platero y yo" by Juan Ramon Jiménez, a mainstay of our third-year curriculum for several years, had to give way to new units on Unamuno. Effective units on the poetry of Hugo must soon be replaced by the poetry of León Damas, slated for the 1978 French examination.

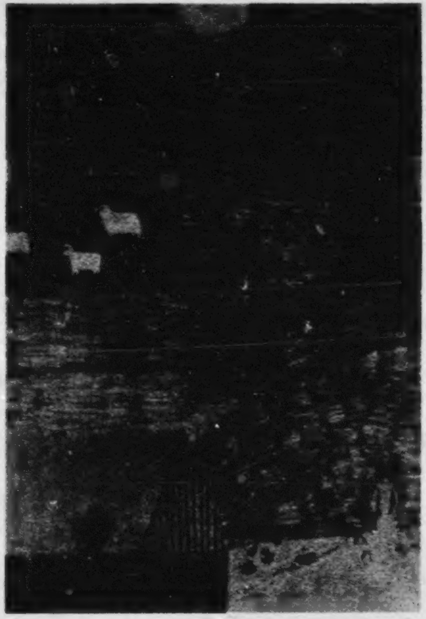
But Teachers Are the Key

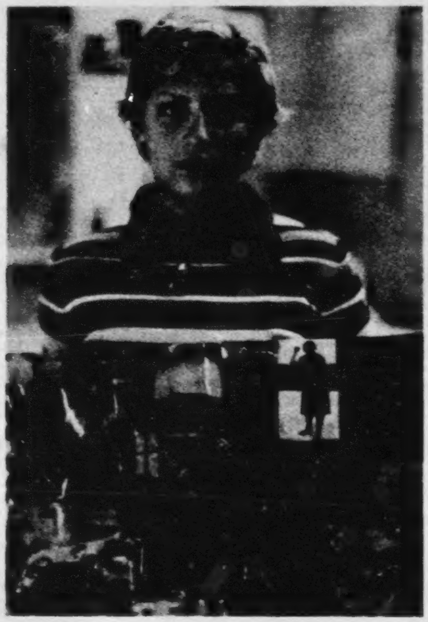
More important than an articulated curriculum adapted for each level and periodically revised for relevancy and success is the role of the teachers who write and implement it. They must truly be conversant with the Advanced Placement requirements and the role their levels play in developing the students' skill and knowledge. They must be resourceful and seek to excite the students' active participation and interpretations. To quote from Mr. Rizzi, our Spanish Advanced Placement teacher, who last year presented 22 successful students "... the ingenuity of the teacher comes into play in the presentation of each author. All the forms of testing can also be forms of learning. Reading of the text, role-playing, converting a narrative to a dialogue ('mis diálogos son monólogos'—Unamuno), reading comprehension and even doing grammar exercises."

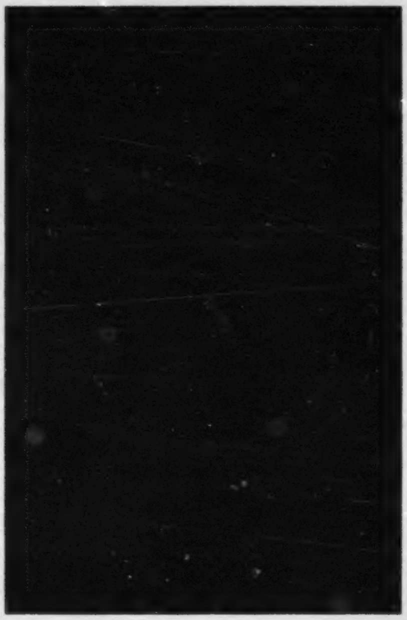
Most Worthwhile Rewards

These curriculum innovations, which have been written and implemented over the past four years, have upgraded the quality of the seven-to-twelve program. They have succeeded in blending the conventional goals of language instruction with the loftier aims of inspiring and preparing increasing numbers of students for the AP exam. As a result, we have doubled the number of students qualifying for advanced status in college. They have reaped the financial benefits of three to six credits in college, avoided watered-down courses in high schools and achieved a degree of competence in the language skills and a capacity for literary interpretation normally attained in the third year of college. **TF**

Increasing students' understanding of literature through personal creative expression is a significant part of Massapequa High School's AP program in foreign languages. These pictures represent some students' interpretations, through a variety of art forms, of works by Federico García Lorca, Miguel de Unamuno, and Jorge Borges.







Hicksville's Recipe for Success

Teaching Foreign Languages In the Elementary Schools

by Vera Villegas de Galante
Supervisor, Foreign Languages
Hicksville UFSD

FLES, the offspring of sputnik! FLES, the educational fad of the fifties! These are but two of the many statements made concerning FLES. What is FLES? FLES is the mnemonic for Foreign Languages in the Elementary Schools. FLES has a history as old as mankind, a heritage which predates hieroglyphics. This is a fact, not a fad. Its inception began when Cro-Magnon realized he must communicate, not only with his tribe, but with his neighbors as well. He needed this to survive, so he learned his neighbor's language. For what is language but a basic essential of communication!

The teaching of foreign languages belongs in the elementary school for:

Neurological Reasons

Ideally, the age for beginning the learning of a second language is at birth. But when considering language learning in relation to schooling, the most ideal age for beginning the continuous learning of a second language seems to fall within the ages of four through eight. In this span, the brain apparently has the greatest plasticity and specialized capacity for acquiring speech. This capacity includes the ability to mimic properly all the speech sounds, intonations, and stresses, and to learn readily all language patterns.[1]

Canadian neurologist, Wilder Penfield, has stated that the brain of a child is plastic with an unusual capacity for learning language, but this capacity, unfortunately, decreases with the passage of years.[2]

Sociological Reasons

Research in child development indicates that the basis of social attitudes, prejudices and interest is formed in the primary years.[3] By exposing a child to a foreign language in his formative years, we can combat his monoglot experiences which can create barriers that are difficult to eradicate in later years. Another language becomes the vehicle to understanding the culture of another people.

Psychological Reasons

This category includes many factors, the most salient of which are:

- Learning by imitation is at its highest during the first 10 years of the child's life.
- Children memorize more easily at this stage than in later life.
- Success in the learning of a second language often is transferred to other subject areas and often gives the child a renewed interest in school.
- Young children are curious about people and other lands.
- There is increasing evidence that learning a foreign language has a definite, positive effect on the child's native language and enables the child to comprehend his mother tongue better.

Educational Reasons

Proficiency in the basic skills in one's native language is not enough to constitute a literate person in today's world of face-to-face communication. The problems confronting the American people are not confined to our own country but are global, and the need to train our children to think in terms of the world is evident.

Language, native or foreign, takes years to refine, extend and develop.

Proficiency can never be achieved by two or three years of high school or college instruction.

FLES is the foundation for the continuous sequential study of foreign language which will enable our students to achieve proficiency in a second language and prepare them for the world in which we live.

It is the duty of our schools to supply this lifelong tool to its charges.

FLES Objectives

Now that we have established the rationale for FLES, we must record its objectives. There are four skills to be developed in foreign language study: listening comprehension, speaking, reading, and writing.

At the elementary level, listening comprehension means that a child should be able to comprehend the foreign language as it is spoken by native speakers in situations which are similar to his own experiences. Speaking skills require the pupil to speak the foreign language in everyday situations with reasonable fluency, correctness and pronunciation. The pupil should read the foreign language easily and without conscious translation. He should be able to read books and periodicals appropriate to his age level. He should read rapidly for the contents and more deliberately for fuller understanding. He should be able to communicate in writing anything he can verbalize.

The Hicksville Experience

For over two decades, FLES has flourished in Hicksville. It began in 1953, and despite the countless vicissitudes encountered in education and economy, it has survived. Why? Because it is an integral part of the educational program, and it satisfies the linguistic needs of the pupils. The recipe for Hicksville's success may be followed by all schools who are in-

Continued on page 60

EIFFEL TOWER

A LOOK AT LATIN

An imaginary trip with John Adams through our nation's schools

by Donald V. Matthews
Curriculum Associate in Foreign Languages
North Shore CSD

If John Adams were to step forth from our video screen for a bicentennial survey of the current foreign language scene, he would probably find the status of his beloved classics more than a little unsettling. Only with much perseverance and the aid of special scouts would he be able to locate a class in Greek; and in the case of Latin, although his search would be substantially less difficult, he would nevertheless have to exercise care in his selection of schools or his visit might easily be in vain.

Dislodged from their position of preeminence initially shared with the Bible and English common law, the classical languages have, over the years, been much buffeted by the prevailing winds of pragmatism and utilitarianism, with predictable results in many quarters.

Elementary School Programs

Not everything coming under Mr. Adams's scrutiny, however, would presage gloom, for if his gaze settled on the District of Columbia he would be heartened by the innovative FLES program in Latin which was begun there in 1966 under the direction of Dr. Judith LeBovit. In three short years the number of sixth graders enrolled in its Latin program increased three-fold and more. Even more dramatic than the registration count, however, was the reported increase in English reading skills attributed directly to participation in the Latin program.[1]

President Adams would be further cheered by the "Philadelphia Story." Here, in the cradle of liberty, he would learn that a FLES program in Latin had been responsible for converting a 1967-68 enrollment of 490 to a 1974-75 figure of 16,000 for the Philadelphia School District. An evaluation of the 1970-71 Philadelphia Latin program involving 4,000 pupils in grades 4, 5, and 6 showed significant gains in English vocabulary for participants in the program, compared with a matched control group.[2]

Broad Public Support

The apparent success of the Philadelphia project and the degree of public support it has engendered might be inferred from recent happenings reported from the City of Brotherly Love. When a 50 percent cut was proposed for the budget of the FLES Latin program, ostensibly an economy move to help reduce a multimillion dollar deficit envisaged by the school district for 1975-76, protests were lodged in such unprecedented numbers and from such widely ranging sources as the president of the Chamber of Commerce, the president of the Teachers Federation (AFL-CIO), and the local disc jockey, that the Board of Education within a month voted to restore the funding fully.[3]

Other Area Programs

Washington's successor might also harken to the testimony of classical-language vitality from Cleveland or Detroit or, most recently, from the West Coast where the Los Angeles Unified School District has accepted an

$80,000 grant to underwrite a FLES Latin program entitled, "Extending Reading Comprehension Skills through Language Transfer." As reported in the *Classical World*, the Los Angeles project is modeled on earlier successful programs in Washington, Philadelphia, and Indianapolis. A Teacher's Guide freely adapted from Philadelphia's *How the Romans Lived and Spoke* has been prepared already.[4]

A trek to the Finger Lakes region of the Empire State would introduce the indefatigable Adams to a new concept in classical learning. Here in the city of Ithaca, a project is taking shape which combines the efforts of Cornell University staff members and local school district personnel. Funded jointly by a personal grant from Mrs. Prescott W. Townsend and a matching sum from the National Endowment for the Humanities, the program, which involves both elementary and secondary school students, is designed to develop a sequence of creative and humanistic courses in classical civilization and Latin.[5] The effort is significant, not only as the first of its kind in "town and gown" cooperation, but also as a concerted enterprise to reinstitute Latin in a school system where it had disappeared from the curriculum.

Far Too Few

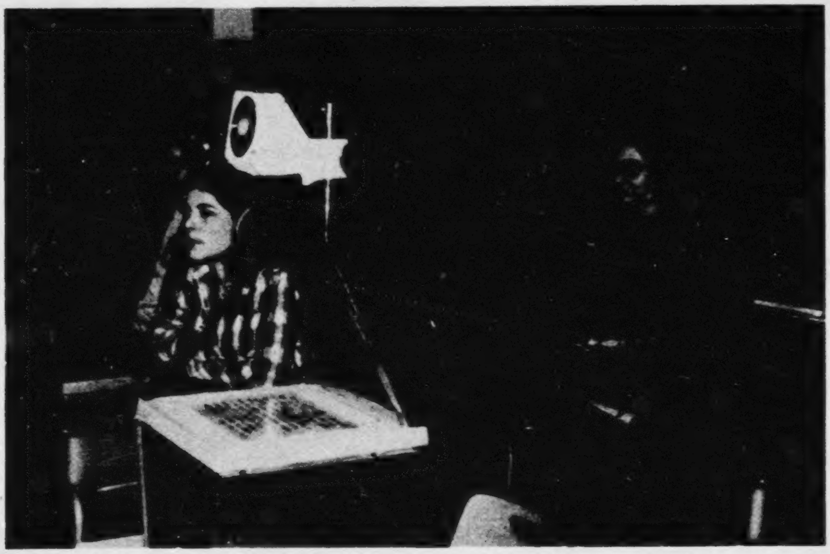
While accounts such as these attest to the eternal resilience of Latin, to its unexpected flexibility, and to its previously untapped resources, we ought not to delude ourselves into believing that they represent the present national norm. On the contrary they are exceptional bright spots, signs of hope, in a tapestry whose prevailing tone remains a lugubrious gray. Should our Mr. Adams express the desire to visit New York City and environs, for example, would we, in fear of embarrassment, hurry him through the metropolitan area with unseemly haste lest he discover that out of a secondary school population numbering over half a million students only 641 had enrolled in any kind of Latin course? Would we share with our guest the information that this city, which served as the first capital of our nation under the Constitution now admits to the lowest percentage of Latin enrollment of all the regions in New York State? Would it be less difficult for us to explain how the affluent counties of Nassau and Suffolk happen to find themselves at the foot of the same list, surpassing only New York City in their percentage of students enrolled in Latin?[6]

New Methods, Nonetheless

Despite the disturbing situation that prompts these questions, we should add that in New York City, and to a greater extent on Long Island, there still remain some schools and staffs which have persevered in their effort to support the continuation of our classical legacy. In these institutions, as well as in other regions of the state, there is ample evidence of variety in materials and methodology. An increased awareness of the importance of oral Latin and an appreciation of technological advances have resulted in new patterns of instruction and learning.

Before expressing our *Vale!* to President Adams, we might petition him as a founding father and a defender of the classics to provide us with the counsel we so sorely need. From his intimate association with the Greek and Roman writers he would have no trouble summoning an apt word or phrase or passage. On the other hand, he might regard our situation as a crisis requiring the skilled services of a veteran pamphleteer [apologies to T. Paine]:

> *These are the times that try men's* goals. *The sometime* Latinist *and the sunshine* classicist *will, in this crisis, shrink from the service of* their discipline, *but the* person *that stands it now deserves the thanks of* scholar *and* citizen too. Apathy, *like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly; it is dearness only that gives everything its value. Heaven knows how to put a proper price upon its goods, and it would be strange indeed if so celestial an article as our* classical heritage *should not be highly rated.*



NOTES

1. "A Study of the Effect of Latin Instruction on English Reading Skills of Sixth-Grade Students in the Public Schools of the District of Columbia, School Year 1970-71," Division of Planning, Research and Evaluation, Public Schools of the District of Columbia, Presidential Building, Washington, D.C. 20004.
2. Report No. 7202, October 1971, prepared by Robert M. Offenberg, Office of Research and Evaluation, The School District of Philadelphia, Pennsylvania 19103.
3. Rudolph Masciantonio, "In the Schools," *Classical World*, Vol. 69, No. 4.
4. Ibid., No. 3.
5. Kevin Clinton, "A New N.E.H. Project," *CAES Newsletter*, Vol. XII, No. 2.
6. Course Registration Data, 1974-75, N. Y. State Education Department, Information Center on Education

TF

'Independent Study Coordinator' Proposed For Gifted Foreign Language Students

In the face of declining foreign language enrollments, must the gifted students lose hope of advanced, or esoteric, courses? This educator replies with an emphatic 'no,' and tells why.

by Joan L. Feindler
Curriculum Associate for
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East Williston UFSD

In recent months, much attention has been focused on gifted students, with particular emphasis on their educational needs. Although it has often been said that the gifted can and will learn "with or without a teacher," nevertheless they do learn faster and more efficiently if they are exposed to good teachers with good minds who are genuinely interested in the subject taught.

With the recent nationwide decline in foreign language enrollments, however, and with the present concomitant overall decline in the school population of Nassau County in particular, a situation has developed in which the gifted students often find themselves in groups too small to be scheduled as regular foreign language classes.

Is Disappointment Inevitable?

What is one to do, for example, with three or four outstanding students who have completed five years of French and now wish to pursue an advanced placement course? Or how is one to schedule a class of intensive Latin or German (two years in one), when only four students sign up for it? Are the French students to be denied the stimulus and satisfaction of advanced language study after long years of hard work? Are the specially gifted Latin or German enthusiasts (they must have attained at least a "B" in another foreign language to be eligible for this intensive course) to be told they may not have their intensive course after all?

A Remedy Proposed

It appears that someone must, indeed, take the initiative in serving the needs of this particular type of foreign language student. Each school district should ascertain how many gifted foreign language students it has, whereupon serious consideration should be given to the possibility of assigning one foreign language staff member to a post as "Independent Study Coordinator." This staff member would meet with all students who wish to pursue their foreign language study to a higher level (but are too few in number to make up a class), and with all those who, after proving their superior ability in one foreign language, would like to undertake the study of, say, Russian, Latin, German, Arabic, Chinese, or other languages which the school does not offer in its regular curriculum.

In some instances, there would be a small group of perhaps two to five students of approximately equal ability. The coordinator would set up semiweekly meeting times with these students, prepare long-range assignments for them, and impress upon them the importance of strong motivation as the crucial factor in the success of this approach to foreign language study.

Audiotapes a Must

In the study of a modern foreign language, a special concern is, of course, the development of listening and speaking skills. Each coordinator would therefore take special care to incorporate into the long-range assignments for these students all kinds of audiolingual requirements. Each student, for example, should have access to a language lab within the school or a cassette tape recorder at home. Pronunciation assignments, dictation assignments, listening comprehension assignments, and oral resume assignments would be given weekly. Teacher corrections would be made on paper and returned with the cassette tapes to the students who, in turn, would replay these tapes and review errors and comments on their own time.

Class Time Precision

In an independent or semi-independent study situation, class time, so limited in duration, becomes precious. In an advanced literature course, for example, it must be reserved for discussion and/or review of assigned reading matter. In intensive courses, class time must be carefully divided among the four skills of listening, speaking, reading, and writing.

Some critics will claim that it is impossible to impart a satisfactory groundwork in all four skills when contact time with the target language is so limited. This may be true to a certain extent, but even if it is, how much better it is to have had, say, thirty hours of Spanish (or Russian, or French, or German, or Latin, etc.) than none at all!

Benefits for All

The students who are continuing at an advanced level are maintaining their skills, and the students who are squeezing into one-semester or one-year courses, which normally would last much longer, are at least getting a taste for a language they might otherwise never have studied at all. Who, indeed, can know how many opportunities may present themselves later in life which might enable these students, possessing only a limited knowledge of a foreign language, to continue, expand and develop their abilities with this language?

A Demanding Position

The independent study coordinator in such a plan of foreign language enrollments must embody the skills and knowledge of all good foreign language teachers. In addition, however, she or he should possess other qualities that will enable him to carry out this demanding and rewarding task. Obviously, the best coordinator is the one who knows the most languages **well**. Lacking good qualifications in one or more languages that students

Continued on page 61

Student Exchange Programs: A Positive Evaluation

by Rory J. Michaels
District Chairman of
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Seaford UFSD

There are two aspects of a typical student exchange program: hosting and exchanging. A family welcomes into its home a student from a foreign country for a period of time usually ranging from ten weeks to one year. He or she lives in the home as a regular family member, attends school, and takes part in the normal family and community activities. The host family, in return, gets the opportunity to send one of its own abroad.

There are many organizations that sponsor and arrange these programs. American Field Service, Open Door Student Exchange and Rotary International appear to be the most popular.

Role of the School

The school plays a critical role in the program's success. It tends to be the center of activity for the visiting student. It is the place where he makes his initial outside-the-family contacts, the place which provides most of his social activities, and the place where he has to be the most self-sufficient. For this reason, the cooperation of the entire school is essential.

The foreign language department within the school has the most to gain from the success of the program, as language departments have long recognized. Howard Bertenthal, Executive Director of Open Door Student Exchange, which comprises over 800 schools, states that a member of the foreign language department is his major contact person in the vast majority of these schools. Student councils and guidance departments are also highly involved.

Advantages

There are a multitude of advantages to having a local student exchange program. We can separate these benefits into three categories: personal benefits, school and community benefits, and benefits derived specifically by foreign language departments.

The personal benefits are those gained by the host student and his family. Besides getting the opportunity to travel abroad himself, the host student and his family begin to gain increased insight about themselves. Many families recognize this and enjoy the experience without even availing themselves of the exchange.

Hosting a foreign student is not an easy task. It involves a great deal of self-evaluation. Plans have to be adopted. Additional responsibilities have to be accepted. Mere chauffeuring, sightseeing, visiting, shopping, cooking, and entertaining can be quite taxing. Overcoming a language barrier can also present difficulties.

The exchange of ideas, the cultural awareness, the increased development of the social skills, the accelerated maturing process of the family and the opportunity to learn a foreign language are major advantages which tend to balance these hardships. Although sometimes obscure and difficult to measure, the personal benefits underscore the *raison d'être* for all exchange programs.

The school and community also profit from the efforts of the local student exchange programs. Although both aspects of an exchange program yield positive results, it is the hosting that can be the more positive for the school and community. Inevitably, the visiting student will have the opportunity to give short presentations to groups within the school and community. The effectiveness of these talks depends on the intelligence and personality of the student as well as his ability to cope with the language barrier.

The main advantage is not, however, in these presentations. It is in the way in which the student is able to absorb himself with the life of the community. This process, observed by everyone, can produce the most crucial results. When the school and community are able to observe the cooperative spirit existing between the exchangee and his host family and community, a major purpose of any exchange program is satisfied—a feeling of international friendship.

Within the school, a foreign language department has the most to gain from a successful exchange experience. It provides a strong motivation for the study of foreign languages. Even if the student comes from a country which speaks a language not taught in the particular school, this motivation need not be lost. If done properly, language students can be given the feeling that they are citizens of the world and may eventually experience life in all parts of the world. The presence of an exchange student in the school and the annual continuation of the program is positive proof that they, too, can travel. This provides an excellent motivation for the study of foreign languages.

Principal Risks

If the exchange student is well liked, he supplies innumerable advantages to the foreign language teacher. His point of view may always be elicited. The opportunity for cultural exchange is always present. "We do it this way, how do you do it in Chile?" If he speaks Spanish, for example, he can be the spark that ignites a Spanish class. He can be utilized as a resource person, a group leader or a special tutor. There is always the risk of poor adjustments, personality clashes, and philosophy differences. These, fortunately, have been more the exception than the rule but still tend to be a cause of concern to any exchange program. The bad effects will linger in a community long after the visitor has gone. Program coordinators have been improving their screening techniques and, hopefully, will keep these risks to a minimum.

Major Drawbacks

The major drawback to any exchange program is financing. Students and parents tend to shy away because they believe the cost to be overwhelming. Hosting need not be expensive. The visitor simply joins in the family routines. Being the exchange student can, however, be expensive. The actual transportation cost is not always the expensive part. The length of the stay determines the amount of expense money and clothing necessary. There are scholarships, grants, and subsistence allowances available through many of the programs. These should not be overlooked. They can provide the necessary encouragement. Unfortunately, in the majority of cases, it is the family that carries the entire financial burden. Open Door claims that only 20 percent of their participants get outside assistance.

The Seaford UFSD has a unique fund-raising program. Most schools involved in an exchange program have some kind of club or community action committee. Seaford, however, has a special Student Exchange Committee made up of prominent community members, educators and past and present exchange families, the sole purpose of which is to raise money. The total amount of money raised is divided among the local students exchanging during the summer. Although any exchange program is welcome, this plan works well with the Open Door program. Last year, over $2100 was raised through a series of fund-raising activities: appeals to local businesses, selling Seaford Student Exchange decals, raffle tickets, sponsoring a booth at a school festival, and holding a dinner dance. All these activities publicize the program as well as raise money. Each of three students who visited Chile, Costa Rica and Brazil last summer received $675. Including personal expense money, the actual cost of the experience was about $1150 for each student. The balance of $475, therefore, was not bad for ten weeks abroad. This has become the main advertisement for the Seaford program and this good public relations is translated into motivation for foreign languages.

A second drawback to gaining participants is the length of time involved. This is a greater problem with semester and year-long programs. Parents are going to be sending their child away to college or out into the world soon enough. An extended period of time away from home might hinder the enjoyment of family life. There are also a lot of activities a student might be sacrificing by going abroad. It takes a unique family with a lot of self-confidence to participate in any student exchange program. It is very definitely a total family commitment.

Beginning a Student Exchange Program

Suppose you, as a teacher, are convinced that a student exchange program is an essential part of the school environment, singularly beneficial to foreign language instruction. How do you reactivate a dormant program or start a new one?

First of all, your total commitment is necessary because it involves a lot of work. Despite well-intentioned parental and administrative support, it is you who will be doing most of the work. It is not the type of program that, once organized, will run by itself. You have to be continually on top of the situation.

There are meetings to be planned, forms to be completed, and arrangements to be made. For example, home interviews of potential candidates have to be made at the same time that you are planning activities for a current exchange student, and, often, are busy with a fund-raising activity. Getting people involved is the key to a successful program, but a word of caution about numbers is necessary. A well-selected core is an excellent start. Too many people means too many phone calls, longer meetings that are difficult to schedule, and many loose ends. Since personal contact is imperative, an abundance of people can only lead to confusion.

The first order of business is to canvass your students to generate interest. Not twelfth graders, but eighth, ninth and tenth graders. Don't just ask the question directly; build up the idea. See if you can catch the fancy of particular students. Then, if satisfied there is enough interest, go to the proper administrator to obtain permission to pursue the project further. Be positive in your presentation. Contact the leading student exchange programs. American Field Service, Open Door, and the Rotary Club can provide you with a great deal of assistance.

Remember, the professional exchange organization and your local program are two separate entities. Although you will probably deal with one specific organization, welcome any valid exchange in which your students would like to participate. Don't overlook cooperation with the guidance department. They can be very helpful in making grade exchanges. Let your students in on the information you have been discovering. This will generate interest and discussion at home.

The second step is to get the names of the interested students and invite their parents to a special information meeting. A simple letter stating the child's interest is sufficient. This usually becomes an annual meeting for newly interested students, which has a useful filtering effect. Parents and students who are only casually interested won't show up. The purpose of the meeting is to dispel many of the parental fears (finances, security, insurance, etc.), enlist their aid in fund raising, and give out applications. At this point, you will probably have to recommend a particular exchange program. You can always add and investigate others in future years. Although it is limited to Latin American countries, the brief Open Door Student Exchange is suggested as a starter.

As soon as you receive a few applications you have the nucleus for your community fund-raising committee. Don't expect to be deluged with applicants. Consider it a success if you can obtain as many as five. The program will grow if its performance merits it. Invite the administrators, the board members and the local service clubs to place a member on the committee and commission them with the task of fund raising.

Now you have the school and community involved. It is your job to coordinate the two. This is not easy. Many times you are walking a tightrope. Although the student exchange program is very much interrelated with the schools, the fund raising is really a local community affair. Different schools have different procedures regarding the use of their facilities. What do they consider an outside organization? Can they use the building for meetings or activities? Can they use the printing facilities? Can the students or Exchange Club be used to help raise money? The cooperation of the administrator and your personal skill in cutting red tape are two extremely important elements.

Continued on page 8

Foreign Languages Are Definitely Part Of Movement toward Articulation In Both Colleges and High Schools

by Sami Repishti
Coordinator, Foreign Language Department
Malverne UFSD

Since World War II, much concern has been expressed about lack of continuity between secondary and college education. Factors contributing to this concern were widespread beliefs that: students often duplicated in colleges the academic work done in high school; college courses were often taught by graduate students inferior to high school teachers; the twelfth year of high school was not challenging enough and not offering the capable student a means of enlivening his or her senior year by acquiring and proving knowledge of college-level material. Support for these beliefs came in the form of research showing that nearly one-third of subject-matter content during the first year of college was merely a repetition.

These observations, together with concern about the rapidly rising costs of college education, broke the college complacency and a certain superiority/inferiority complex existing between college and high school faculties.

Many people were convinced that the time had come for an "articulation," a term used to mean "the smooth transition of students from one educational level to another."

Since 1970 the variety of opportunities available to students to do college work while they are still in high school has expanded rapidly.

Studies Proved Need

A study made by the Carnegie Commission on Higher Education (1973) supported the view that articulation (or "the bridge" as some like to call it) could reduce duplication. Another study (Bowen, 1973) suggested that early graduation might be desirable, but might have a bad effect on high school; therefore, a better solution would be to "beef up" high schools. Oregon, Florida and California are making systematic articulation an educational priority and issue.

Aside from the economic factors involved, the new trend basically recognizes that:

1. Some high school students are capable of real achievement in college courses.

2. These high school students should be allowed to earn college credits or eligibility for advanced placement by participating in cooperative high school-college programming.

Some New York Programs

In New York State—among other programs—a Project Advance was implemented recently during the 1973-74 school year by Syracuse University and six high schools; a year later the number of high schools participating in this program was 40. In March, 1974, Syracuse held an orientation program for Long Island in the BOCES County Center at Westbury.

In June, 1974, Adelphi University launched a joint program with Long Island high schools, offering students opportunities to earn credits in courses developed cooperatively between the University and the high school faculties, and taught in high school by high school teachers.

SED Support

In October, 1975, the New York State Commissioner of Education stressed the urgency "to encourage greater articulation," "to meet individual needs," "to promote cost-effectiveness" and "more importantly (not to waste) the energies and talents of our students." He especially recommended the use of standardized or special tests, such as Advanced Placement, College Proficiency Examination, and College Level Examination Program, "to help students assess their knowledge of college-level subject matter or even earn college credits while they are still attending high school." There are now at least 12 colleges and universities in New York State offering this articulation program.

Basic Considerations

As of now, four types of programming seem to have developed:

1. High school students register at college campus (SUCNY Fredonia and 14 high schools); or college faculty teach college courses in high school facilities (C. W. Post and Chaminade High School).

2. The Allen Center in Albany accepts high school students into a full-time college schedule. University faculty design and jointly teach course offerings. Students agree to also complete all high school requirements.

3. Syracuse University gives motivated high school students an opportunity to enrich themselves and earn university credits in Syracuse courses as part of their regular high school schedule. High school teachers, specially trained, teach these courses. Academic standards are maintained.

4. SUCNY at Plattsburg and high schools give an opportunity to earn up to 24 credits. Mixed faculty members prepare curriculum and evaluation methodology. Students are granted: a) credits, b) exemption from required courses, or c) placement in advanced courses, depending on their performance in the A. P. program. High school teachers are responsible for teaching recommended courses. Only the top 5 to 10 percent of the student body usually enrolls.

5. In Nassau, Malverne is a part of the Joint Education Program between Malverne High School and Adelphi Col-

Continued on page 65

A CASE FOR DUAL PREPARATION

by Harriet Barnett
Dobbs Ferry Middle School
Dobbs Ferry, N.Y.

A funny thing happened on the way to my master's (degree), I became a reading and K-6 teacher as well as a foreign language teacher. How did this happen? My BA training was the usual one—a foreign language major (with two languages) and an education minor. This made me a high school foreign language teacher who would normally pursue a master's degree and a subsequent license in this area. But I didn't follow this course.

I became, instead, an elementary school foreign language (FLES) teacher. (There is no formal license in this area. One is usually licensed as a high school foreign language teacher or a regular elementary school teacher. The license is then stretched or waived to allow one to teach FLES.)

I was experiencing success and great satisfaction in FLES, but the five-year period of grace allowed between the BA and the MA (in order to receive a license) was quickly disappearing. I knew that I had to get down to the business of obtaining a license. Should I go on in the high school foreign language field which would afford me hours of joy studying the literature I loved, or look elsewhere?

SED Queried

I sought advice from a member of the State Education Department and was quite surprised by his suggestion: that I obtain a reading or elementary school degree. Why? He felt that since I was involved in FLES, such training would make me better qualified for what I taught. He also felt that more advanced work in Spanish might make me become impatient with the type of work I was doing with the students. I didn't understand this, but belonging to the generation that obeyed rather blindly, I enrolled in an MA in Reading course.

A Teaching Revelation

Was I surprised! I developed into a better FLES teacher because of this new training. In fact, I became convinced that the way to become a better and certainly a more secure foreign language teacher on any level is to take courses leading to dual certification. Of course, a high school foreign language teacher should never do exactly as I did as a FLES teacher. One should complete all undergraduate and graduate work leading to a high school foreign language license and at the same time include those courses leading to a second certification. It can be and is being done, and is well worth the time and effort involved.

More Awareness of Student Needs

Sitting in my first few reading courses was a revelation to me. How had I had the nerve to teach reading in Spanish, which I was doing, without this knowledge that I was finally gaining? Now I understood why some students had difficulty copying the Spanish correctly; why so many students reversed their letters and had particular difficulty with radical (changing) verbs; why so many had difficulty attending to word endings; why so many students had difficulty getting the inferences in reading selections when they seemed to know the vocabulary involved; why so many students seemed to be stronger in one modality than in another.

I realized just how very much is involved in reading and writing and that the difficulties involved were most often **not** because of a failure in the foreign language. I realize how I might be frustrating students whom I was expecting to do in Spanish that which they could not do in English. I understood what reading test scores meant and what reading teachers meant when they often complained about subject area teachers' failure to grasp a child's problem in reading.

In short, it put me in tune with reading problems, methodology, practices, terminology. It made me look at my objectives in a reading lesson to adapt the levels of reading and comprehension to a child's capability. In fact, it made me aware of different reading levels and comprehension levels. Before my reading courses, I accepted a publisher's established reading level for a book and felt that one question was much like another. I had assumed that problems arose because of the child's lack in the foreign language. I learned to question the publishers and their method of determining a level. I became aware of, and able to cope intelligently with, specific problems involving reading which were causing difficulties in the second language study.

Scope Widens

I feel that my dual training has made me a more intelligent and effective foreign language teacher and an effective force in helping each student with his overall development. It has given a whole new dimension to and rationale for what I am teaching—FLES. While teaching the child to communicate in Spanish or French, I am now able to use my subject area to help strengthen the student's skills and to help alleviate his problems in reading in his native language. I have established a much needed extra reason for studying a second language.

Second Specialization

My positive experience made me wonder what would have happened if I had chosen to take my graduate courses in another subject area. Would this dual preparation have been as effective for a foreign language teacher if it had been in an area other than reading?

I have since taught with a very talented young lady who had the foresight to go for dual certification immediately. Her areas are foreign languages and history. It is amazing how her foreign language classes have been strengthened culturally and her social studies classes have come more alive because of her linguistic strengths and loves.

Not only have her foreign language classes benefited from the map lessons, the insights into political, social, and cultural developments in Spain or France, but other members of our

Continued on page 61

"I see a voice . . ., and I can hear my Thisby's face."

Shakespeare, *A Midsummer Night's Dream*
Act V, sc. 1.

Teaching a Foreign Language: A Reading Specialist's Viewpoint

Beatrice G. Leffert
Reading Specialist
Jericho UFSD

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Question: How much does a foreign language teacher need to know about reading?

Answer: At least as much—if not more—than an English teacher.

Let's start with the great comic line in the title of this article.

When the confused weaver, Bottom, presenting a play at the Duke's wedding in *A Midsummer Night's Dream*, blurts out, "I see a voice," do you know what he means? You certainly do, even though what he means is not directly stated in the words he uses.

His real meaning, as in all speech, is carried by the pitch, stress, and pause of the delivery process, by the background of the entire situation, by what he had said and done earlier, and, ultimately, by what the audience makes of it. No matter how tangled his words, we know that he's saying that he sees and hears Thisby.

In all languages, the major difference between writing and speaking is that oral signals are replaced by conventional punctuation and by structure words—e.g., *therefore, finally*. A sophisticated reader learns to process the written signals, in order to interpret the deep meaning as accurately as possible, and with the least effort.

In the lingo of the transformational grammarians, what Bottom said is "surface structure," and what he meant is "deep structure." The difference between what we mean and how we interpret such communication lies in the realm of psycholinguistics. Teachers of foreign languages need an awareness, in a general way, of these theories that explain linguistic structures of English, to add to their customary expertise for analyzing the surface structures of the languages they teach.

This reading process is influenced affectively and cognitively.

Affective Approach Personalizes

The affective—the personal and emotional side of reading—has regained attention of late. Going beyond what used to be called "motivate the student," it asserts that reception to reading and meaning is predicated on the openness or willingness of the recipient. It requires that a student's life and interests be purposefully involved in the reading process.

Not, "What does this term mean?" An affective approach to vocabulary and comprehension asks, "What does this term mean to you?" Use of personalized questions, of course, echoes Socrates and other ancient philosophers. What's new is the recognition, from behavioral research, that (1) getting information into long-term memory requires "association" and meaningful "rehearsal," and (2) learning, from Piaget's studies, goes through stages of "integration."

What we internalize is what we learn. How to internalize without personalizing? We probably can't.

Prior Knowledge Is Key

This leads us to the theory that the reader's attitude toward what he is reading, his prior knowledge, and attitude toward that knowledge, are the most important variables in his understanding of the material.

This personalized view alerts us to monitor what meanings the student may give to reading materials, what discrepancies exist, and why they arose. Misunderstandings may endure for years.

One of my students told me that he always thought that *specific* meant *important*. Didn't teachers always ask for a specific example? On a standardized test, my English-speaking African student missed the meaning of *compound*, thinking of *village*, instead of a chemical term. When students fail to react and their teachers think they just aren't listening, students may be listening, but not hearing "affectively."

Affective processing, in all languages, influences how we interpret what we read. How accurately does "surface structure" represent "deep structure" after being filtered through the screens of the reader's personal experience?

Cognitive Approach Still Important

Cognitive processing, on the other hand, is concerned with the qualities of the material; a number of classic studies have analyzed sentence structure and vocabulary frequency, to discover how thinking processes deal with language.

In vocabulary, for example, recent research has reaffirmed the importance of learning idiomatic expressions. A Canadian study of oral spontaneity found that one of five words (of 131,536 words on 30 topics) was part of a "fixed expression."[1]

Phrases, not words, are the basic unit of meaning (when interrupted in the middle, one tends to finish the **phrase**); words should be taught in phrases.[2] For the same reason, verbs should be combined with temporal adverbs to indicate tense, such as *walked yesterday*.[3]

The larger a unit is, allowing it to be "chunked" into a unitary meaning, the

Continued on page 62

One-Room Schoolhouse, Open Classroom, United Nations— Lynbrook ESL Program Combines Features of All

by Pauline Wipfler, Teacher
English as a Second Language
Lynbrook UFSD

A visitor to the English as a Second Language class at the Atlantic Avenue School in Lynbrook may be reminded of the old one-room country schoolhouse, as students of ages six through 18 are simultaneously included within the program. A second look may remind one of the United Nations—as Spanish, Italian, Greek and Chinese may be heard there. A third impression is of an atmosphere similar to British open classrooms, as individual and small-group activities in various areas and corners are evident.

District Responsibility

Following the mandate of the USOE Public Law #93380 (Aug.'74) that local school districts assume responsibility that every child receive adequate education regardless of the first language spoken, the Lynbrook district in Fall 1975, took over the cost of this English as a Second Language (ESL) Program which had been funded by Title I funds for its first five years.

In September, 1970, there were approximately 15 Spanish-speaking children enrolled in the Lynbrook Public Schools, who were unable to function in their regular classroom situations. About half of the number were recent arrivals to this country and did not use any English at all, while the remainder had been in the area for a year or more, but were still not doing grade-level work, because of language problems.

One Multigrade Class

A decision was made by the district administration to form a single experimental ESL class, located at the Atlantic Avenue Elementary School which would include all of the students from grades one through five for the whole day, and those in grades six through twelve for half a day, with a bilingual teacher. Elementary students would attend the Atlantic Avenue age-level special subject classes such as art, music, and gym, according to the general schedule. Grades six through twelve would take some of their regular classes during the morning in the junior and senior high schools: e.g., art, shop, music, home economics, and mathematics (when able). Then they would join the ESL class for the three afternoon periods each day.

One Group: Eight Languages

Although begun with all Spanish-speaking students, each year the class has had more diversification of languages in the incoming Lynbrook residents. There have been times when the class held children who spoke eight different languages. Last semester the class included 24 students, ages six to 17, speaking five languages: 11 Spanish, 4 Italian, 4 Chinese, 2 Portuguese, and 3 Greek. Now into its sixth year, the program boasts over 60 "graduates" now functioning in regular classrooms at their age levels. All of these students came into the district unable to function in school because of their language barrier. Most of them learned their first words of English in this class.

The younger students are encouraged to speak English in a protected atmosphere and to move gradually from speaking into reading and writing. The older students, some of whom are very well educated in their own languages, are taught English grammar and reading simultaneously with oral work. Last spring, a high school program for non-English-speaking students was drawn up, which sets guidelines for credits leading to graduation, by combining the ESL work, language credits and Regents requirements.

Student Tutors

One of the factors which enables the ESL program to function successfully is the availability of high school student tutors with language ability. The chairman of the Spanish Department has given invaluable help in recruiting good students for this work. Tutors work with one or two pupils on a regular basis from one to five times per week. These tutors receive credits toward graduation, as well as excellent language and teaching experience.

The diversity of ages, languages and backgrounds has required an open

classroom atmosphere with great emphasis on individual and small-group teaching. Special materials and a variety of audiovisual aids are used. As soon as students are ready, they are placed into classes at their age levels. They usually can participate in class math work after about six months. Other subjects are gradually added until the student is prepared to enter his grade. The timetable for this progression depends upon so many factors that it is hard to generalize. Some students need only six months of special help, others need two years. The time difference depends upon age, general ability, foundation in first language and motivation to learn.

Diversified Teaching Aids
The basic text for the elementary-age group is the Scott Foresmân & Company series, *English Around the World*, levels one through three. New arrivals spend two periods daily with these lessons. One period is utilized for learning the new material, oral practice, and group interaction. The follow-up period includes art work, word games, practice with tutors, penmanship or reading.

In addition to group work, each student has individual tasks, tailored to his own needs and rate of learning. Some time each day is spent with the Language Master, listening, recording, correcting and re-recording the words and sentences on the cards. Other materials for individualized work include the *Specific Skill Series* (Barnell Loft), *English Step by Step* with Pictures, by Boggs and Dixson (Regents Publishing Co., Inc.), the Bank Street Readers, Dolch Readers and SRA Reading Laboratory.

The basic text for junior and senior high ages is the *Lado English Series* by Regents Publishing. In addition to the short stories and grammar, oral drills are emphasized and small-group conversations encouraged. More advanced students give oral reports to the group on experiences or extra reading.

Audiovisuals, Games Significant
Throughout the program, audiovisuals play an important role: television (especially "Electric Company"), filmstrips, cassettes, movies, records, tape recordings of discussions and dialogues, acting out of stories, etc.

Many teacher-made materials are used for reinforcement and drill. At least once a week games are played which use English in aural, oral or written forms: Scrabble, Twister, Funny Bones, Bingo, Spill and Spell, Twenty Questions, Alphabet Quizmo and so on.

Interage Action
Here, as well as on many daily occasions, older and younger pupils work well together—often a younger child who knows more English, can help a teenage newcomer. A family-type atmosphere is not unusual with older students helping younger.

Outside recess gives opportunity for jumprope jingles, Simon Says, and circle games in English. Birthday parties are celebrated in the class, often with the sharing of homeland customs.

Walking field trips to local places of interest are valuable in the general process of helping the newcomers become acquainted with their community: the Village Hall, fire station, police office, library, parks and stores are on the annual itinerary.

Diagnosis and Evaluation
Diagnosis of each student's ability has been on an individual basis. At the time of the initial parent/guardian interview, the teacher gets a general idea of the student's educational history: e.g., are eighth graders from El Salvador able to write Spanish correctly? (sometimes); are fifth graders in Greece taught multiplication? (yes); do first graders from Hong Kong know the English alphabet? (yes). If there is a question of a child's potential, the school psychologist is asked to give a nonverbal test and evaluation. After six months to a year of working with the students in small groups, the teacher has been able to assess their strengths and weaknesses and recommend timing of their entry into age-level classes.

Throughout the program, evaluation has been a problem because of the different ages and stages of the students. The major instrument is a teacher-made test series of five levels of proficiency (see synopsis included) which is administered twice a year by the reading teacher.

The past year, the *Bilingual Syntax Measure* (Harcourt Brace Jovanovich) was used for the first time (English section only), and it confirmed the decisions that had already been made to retain or advance each student. Periodically, classroom checkups are given in verbal or written form, testing specifically the materials being taught at the time. Grades have never been given in the program, however, in order to minimize pressure and competition. Course credit is given to high school students upon the teacher's recommendation. Parent interviews twice a year, conducted with an interpreter when necessary, help to keep families informed of the students' progress. Parents have been very cooperative and appreciative of the program.

The significant impact of the ESL situation on students and others involved is demonstrated in the continued contacts maintained by former students and tutors with each other and with the teacher. Program graduates make frequent return visits to the classroom.

Tutors continue to follow the progress of their former pupils. An annual June picnic attended by present and former students, tutors, and families has become an anticipated time of reunion and a happy tradition.

Continued on page 64

Prior to becoming English as a Second Language teacher, Pauline Wipfler had been permanently certified in English, and had had three years of classroom experience. She had lived for 12 years in Latin America, is fluent in Spanish and familiar with Latin culture.

Screening Procedure for Foreign Language Students

by Sami Repishti
Coordinator,
Foreign Language Department
Malverne UFSD

The screening process of the prospective foreign language students has always been a somewhat complicated task. With the budget crisis and the downtrend in interest in foreign languages, this task has become extremely difficult today. What is the criterion of selecting a student to pursue foreign language studies, a field that for generations has been an integral part of a good solid education? One thing is certain: the subjective decision ought not be the sole element in excluding any child from benefiting from the study of a foreign language; something more reliable, more valid, more objective is definitely necessary.

Normally, we all are used to basing our judgment about our students on *mental measurements*, a term which implies the inclusion of educational, psychological and personality tests. This article approaches the problem of the screening process through testing but is limited to:

- Providing information about the tests used in Nassau County schools.
- Providing information about the spread of tests used.

Neither an exhaustive listing nor evaluation of these tests is our purpose. Some professional information on the validity and the limitations of the tests is offered. Each user should bear in mind the unfaltering obligation to appraise each test in light of one's own particular needs, and to maintain a certain degree of suspicion toward *all* tests. "A tendency for exaggeration, falsity, unsubstantiated claims are the rule rather than the exception." (*MMY*, 7th ed., p. xxviii.)

There are two large categories of tests which serve our purpose: (1) *the aptitude tests*, testing basically general ability, measure a natural disposition or a potential capacity to learn, a readiness and an aptness in learning. Aptitude testing can be used as a prognosis, or as a diagnosis; (2) *the achievement tests*, testing basically specific areas, measure an accomplishment obtained as a result of effort, including the ability to use the acquired knowledge effectively.

The Aptitude Tests

DAT (Differential Aptitude Tests), 1947-69, gr. 8-12, are multi-aptitude tests that stress verbal reasoning. It is "the best available instrument of its kind for an educational and vocational guidance."

EMLAT (Elementary Modern Language Aptitude Test), 1960-67, contains hidden words, matching words, finding rhymes, number learning, etc. "It appears to be carefully constructed and useful instrument for assessing language aptitude in grades 3 to 6 . . . It can be used to make reliable and valid assessment of language aptitude among young students."

Kuhlmann-Anderson Intelligence Tests, 1927-63, gr. 4-5, 5-7, 7-9. "It compares favorably with any other competitive instrument measuring general intelligence." (*MMY*, 6th ed., p. 466.)

LTIT (Lorge-Thorndike Intelligence Tests), 1954-66, multilevel edition, gr. 3-13; used a common standardization sample for both the intelligence and achievement tests. Its IQ correlates moderately with school achievement and other IQ s. "Widely used, well-executed and presented series."

Pimsleur Language Aptitude Battery, gr. 6-10, considers grade point average, interest, vocabulary, language analysis (from a list of foreign expressions and their English equivalents, students deduce how sentences may be formed in the foreign languages), sound discrimination, sound-symbol association. "It appears to offer easy administration and scoring, adequate interpretive guidelines, but, as yet, incomplete reliability and validity data."

SDRT (Stanford Diagnostic Reading Tests), 1966-71, gr. 4.5-8.5, includes comprehension, vocabulary, auditory discrimination, syllabication, beginning and ending sounds, blending, sound discrimination. "It is designed to diagnose the individual reading difficulties of pupils and to group them according to their instructional needs . . ."

Local tests. We have been able to see only one, which consists of a "motivation survey" of 20 questions with positive motivation factors. It is used jointly with an "effort survey" prepared by the teacher, honor roll lists and Stanford stanine.

The Achievement Tests

CRT (California Reading Tests), 1970, gr. 4-6, 6-9, are used to "develop a battery of diagnostic tests rather than another survey type." They are limited to reading, arithmetic, language. "It is a well-constructed set of tests, though as an achievement battery coverage is limited."

CTBS (Canadian Tests of Basic Skills), 1955-70, gr. 3-8, is a Canadian adaptation of *Iowa Tests of Basic Skills*. "It aims at the evaluation of generalized educational skills and abilities, not content achievement . . . A useful instrument."

Iowa Tests of Basic Skills, 1955-1956, gr. 3-9, are the original tests measuring vocabulary, reading comprehension, language skills, work-study habits, math skills. Familiar to all schools.

SAT (Stanford Reading Tests–subtests), gr. 1.5-9.9—reading; gr.

At the meeting of the Foreign Language Curriculum Advisory Council, Mr. Repishti suggested this topic.

In January, 1976, a survey was sent through BOCES Division of Research and Development to the 56 foreign language chairpersons in Nassau County school districts, with the purpose of "collecting information on the screening procedure for foreign language students below ninth grade." Thirty-nine answers were received; two of them were not valid. Analysis is based on 37 answers (73.5 percent of all County districts). The tests, arranged in alphabetical order, with a summary description and/or evaluation, are listed in the standard reference book, edited by Oscar K. Buros, Mental Measurements Yearbook, *Highland Park, N.J.: Gryphon Press, 1972. Excerpts reproduced in quotation marks are unchanged.*

TABLE I

NASSAU COUNTY SCHOOLS—SCREENING TESTS FOR PROSPECTIVE FOREIGN LANGUAGE STUDENTS

	FL Offered Below 9th Grade				**FL Instruction Begins**				**Aptitude Measures**							**Achievement Measures**								**Recommendation**		
No. of Districts	**Yes**	**No**	**All Students**	**Selectively**	**Below 6th gr.**	**6th gr.**	**7th gr.**	**8th gr.**	**DAT**	**EMLAT**	**Kuhlmann**	**LTIT**	**Pimsleur**	**SDRT**	**Local**	**CRT**	**CTBS**	**Iowa**	**SAT**	**SRT**	**Reading Average**	**Musical Studies**	**PEP**	**Teacher**	**Guidance**	**Parent**
37	32	5	9	23	2	1	28	1	1	1	1	1	4	1	2	1	3	4	3	1	14	1	2	15	2	2

4.0-9.9—spelling and language; gr. 5.5-9.9—science and social studies, are available separately. One might be interested in *Intermediary 2 Battery*, gr. 5.5-6.9, with scores including word meaning, paragraph meaning, spelling, language, etc. The *Advanced Battery*, gr. 7.0-9.9, has 8 scores.

SRT (Stanford Reading Tests) ". . .are the best series of reading tests now (1970) published for making annual and semi-annual surveys of the reading achievement of pupils throughout the elementary and junior high schools. The SRT are certainly the patriarch of standardized test batteries, and perhaps have been the most widely used tests of their kind over the longest period of time . . . Their continued adoption and use is recommended."

The reading average, musical studies and PEP are considered valuable achievement measures by some districts and are therefore included in the table.

The following generalizations could be made from the above table:

1. Thirty-two out of the 37 districts responding (86 percent) offer foreign languages below grade nine. Only five districts do not.

2. Nine districts (24 percent) include *all* students in the program; 23 districts (63 percent) are selective. Two districts offer foreign language programs below sixth grade, one begins at sixth grade, 28 begin at seventh grade, and one at eighth grade.

3. There are *13* different tests used in the screening process, 12 of which are standardized tests. Seven of them, including a local one, are aptitude tests; six, including the PEP, are achievement measures. The most commonly used achievement tests are the Iowa Tests (4), CTBS (3), and SAT (3). The most commonly used aptitude test is the Pimsleur (4).

4. There is a heavy reliance on reading abilities and teacher recommendation. *The Reading Average* results, according to the table, are considered the most important objective criterion. There is only one district which considers *Musical Studies* a valuable element. *PEP* (Pupil Evaluation Program) is a New York State testing program for third, sixth, and ninth graders. It is similar to other standardized achievement test batteries in that it includes subtests on reading and mathematics.

5. The majority of the tests used is rated from average to very good by the authoritative O.K. Buros' *Yearbook*. This rating shows that Nassau County schools use efficient means of measurement and evaluation.

6. The large gamut of tests used may be looked upon as a two-edged sword. It is beneficial to operate on a wide-range basis of testing; at the same time, it seems that this large choice in a relatively small geographical area may show a lack of coordination, which in itself is the result of a lack of communication.

7. Certain specific single district variations ought to be noted, such as: final judgment remains with guidance; programs encourage high enrollment; use of locally prepared foreign language tests; parents have right to override a negative decision; ability to perform well in seventh and eighth grades without a study hall is a criterion; parents' consent required; chairperson makes final decision; great reliance on previous FLES experience; selectivity based on one-year exposure in the fourth grade; and mandatory foreign language with few exceptions.

Some limitations must be placed on any generalizations of these results. First, no generalizations can be made about those districts that did not respond to the survey. Second, it is not possible to assess the effectiveness of the screening devices for the individual districts. This is a research question requiring controlled study.

One final note should be added. A more centralized policy on instruments of measurement and evaluation of prospective foreign language students in Nassau County could very well bring the selection of what is believed to be *the best in testing*. Suggestions and minor changes could always be made by individual districts to fit the needs of each respective school district. It is not amiss to think that not all chairpersons and supervisory personnel know all the different tests perfectly. Pooling our resources and our experiences could be profitable to all of us. **TF**

Career Education Using The Foreign Language Classroom

by Richard Gruber, Chairman
Department of Foreign Languages
East Meadow UFSD

In a strong economy, even the worker possessing marginal skills can readily find employment. In our present economic predicament, even the highly skilled are vulnerable.

The ability to communicate in one or more foreign languages, by itself, is not worthy of a job. But combined with a primary skill, this ability is a strong asset. It therefore behooves foreign language departments to give serious consideration to career education. Career education is not a gimmick! Contrary to a recently published article in the *Harvard Educational Review*, career education is not a "hollow reform." I consider it sad and, indeed, even tragic for two scholars to suggest that the world of work is boring. Most jobs are exciting, if the individual has the opportunity to choose work compatible with personal skills and interests.

The following approach might be of help to some secondary school departments of foreign language contemplating career education courses.

1. Think positive: Why shouldn't an employer hire a person who can speak a foreign language rather than one who is monolingual!
2. Choose an area that interests you and become knowledgeable regarding the dialogue used. The field of social services, for example, contains much material for exploration.
3. Infuse this material into your teaching.
4. Articulate the career education program from the beginning level up to the highest level. The program must grow as the ability level and the fluency of the students grows.
5. Bring the students into the field. Let them sample the "real" world in which the target language is used as a means of communication.

During the 1974-75 school year, the W. Tresper Clarke High School in Westbury conducted a pilot program in conjunction with the A. Holly Patterson Home for the Aged and Infirm. In December, 1974, we contacted Mrs. Honey Morgan, administrator in charge of the volunteer program, expressing our purpose: to expose our students to the many fields tangent to geriatrics. Our link to the home's residents would be the students' ability to converse in the native language. It was decided the students would visit once a week.

The selection of students was not left to chance. We chose a group of twenty students with excellent scholarship and character. Participating students, released from classes for three hours every Wednesday, were expected to make up all tests and class work. Students whose academic work suffered, were to be dropped from the program.

There was no need for special financial action to run the program. Transportation was provided through the kindergarten bus. My wife, a licensed foreign language teacher, volunteered to take charge of the youngsters and acted as a link between the language department and the home. The program ran for 20 consecutive school Wednesdays. One student dropped out after the first week; the remaining 19 youngsters completed the program.

All students reported that the program had made a valuable contribution to their education. Of the 19 students, 14 reported interest in pursuing careers related to participation in our program. One young lady wants to be a nurse, though not in the field of geriatrics. A young man, who had no previous knowledge of the field, now wants to be an occupational therapist. This year our school district is on austerity. We are, therefore, not able to have the program. We do hope, however, to resume during the 1976-77 school year.

Career education programs are by no means a cure-all to either an ailing foreign language program or a final solution to the problems of the job market, but they do offer a viable insight for our students into the realities of life.

TF

COMMUNICATION *Continued from page 2*

operation at the BOCES TV facility at Plainedge High School in Massapequa. Three or four students at a time spend either the morning or afternoon periods there, on a six-week basis.

When it is indicated, some students are given the opportunity to work for pay after school hours at the Plainedge facility.

Approximately 15 advanced second-year students are also now involved in a 33-hour program in color at the TV facility at the New York Institute of Technology in Old Westbury.

Film-Making Project

A new project in which the students are involved is that of making films in cooperation with the BOCES Office of Public Information. Designed to inform the public of the various BOCES programs, a film on occupational education is currently in production, and another on special education is in the planning stage.

Services to Districts

The Communications Department has expanded its television maintenance and repair service to Nassau districts to include audiovisual equipment. This is a contractual service on a school-year basis, toward which districts may receive State aid.

Other services which the Communications Department continues to offer include: dubbing of audiotapes and videotapes, catalog listings of which are available; closed circuit television transmission on three channels, two carrying specific programs, weekly schedules of which are sent to participating schools, and one carrying special request programs; rental of equipment, including videotape recorders, TV monitors, a TV camera, battery-operated portable TV units, and other associated items.

For additional information on any of these services, call (516) 798-3737.

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You must talk it and write it.

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METHOD

VIEWS FROM PUBLISHERS

EDITOR'S NOTE:
Once again, encouraged by reader response to publishers' articles on reading and mathematics in past issues of TIME FRAME, we solicited such viewpoints, this time on foreign language and bilingual materials. Three major publishers of foreign language materials lead off this section, followed by three who describe their approaches and problems in distributing and/or publishing bilingual materials.

8-76-54

Methodology Affects Materials

by Randall G. Marshall
Editor-in-Chief, Foreign Language
McGraw-Hill Book Company

The study of a foreign language can and should be of benefit to all students. Since the acquisition of another language is an innately difficult task, instructional materials for this acquisition should be logically organized to move from simple to complex; to make irregularities as regular as possible; and to offer the greatest possibility of success in accord with the potential of each individual student involved in this task.

Changing Influences

The instruction of foreign language has experienced a variety of influences over the past 20 years. It has moved through a methodology entitled "direct method" in which 100 percent of the instruction was given in the foreign language. The frequent result in this case was that the teacher spent the class period speaking the language, but the student had little opportunity to do the same. The next influence of major consequence was that of the audio-lingual approach, which placed great emphasis on teaching the students to understand and speak the language, at times to the detriment of the teaching of reading and writing. In the late 60's we saw a move away from a "pure" audio-lingual approach to a more modified presentation of language in which the four language skills—understanding, speaking, reading, and writing—were given equal emphasis.

Performance Objectives

Today, in the latter half of the 70's, there has been a certain stabilization of methodology, but other influences, both pedagogical and sociological, have affected foreign language instruction. Teachers and publishers have been encouraged to prepare behavioral objectives, later called performance objectives, for the evaluation of each skill presented in the foreign language class. The purpose of these performance objectives was to make teachers aware of the precise objective of each phase of instruction and to encourage teachers to evaluate each student as compared with that student's own potential rather than evaluate the student as compared with others in his or her class. Unfortunately, many educators could not bring themselves to use performance objectives to the extent that they were originally intended to be used. A total usage of performance objectives means that a weak student could still receive an excellent grade because, in the opinion of the instructor, the student has achieved to the best of his or her ability. Educators frequently felt that this was a procedure which lowered the standards of the class.

Individualization

Another influence which accompanied performance objectives was that of individualization of instruction. The common interpretation of individualization was that "learning activity packets" should be prepared and that the student would move through a series of packets at his or her own rate of achievement. The unfortunate result was the dehumanization of a communications skill. Students cannot communicate with a packet; therefore, the foreign language class was reduced to a reading/writing series of exercises. The above described method of individualization did nothing to assist the students in their desire to communicate orally. In today's world, the emphasis on the oral/aural skills is far greater in our daily life than is the emphasis on reading and writing. Many prime examples exist, i.e., the popularity of television, the decreased interest in newspapers, the popular use of the telephone, the disappearing art of letter writing.

Still other influences are found in foreign language instruction. Career education and minicourses constitute two of these. These two educational innovations, when held to levels normally considered advanced (4 or 5), add to the interest and the pragmatic value of foreign language study. A career orientation and a specialized study in the form of a minicourse are not possible until the basic concepts of the language have been acquired.

Rationale for Choices of Study

Since the days of the National Defense Education Act when foreign language rode the crest of that great green wave called Federal Funding, we have seen drastic changes in the general health and well-being of foreign language study. French enrollments have suffered a severe decline; Spanish enrollments have continued to increase; Latin and Russian have stabilized at a much lower figure than they enjoyed in the early 60's; and German and Italian have increased. Other languages have remained a part of the curriculum only through the efforts of certain individuals or through a local or regional need.

If we look at the most popular modern languages (French, German, and Spanish) to determine reasons for the fall or rise in enrollments, we may generalize that French has been associated with elegance and the elite (not spheres in which many of our young people wish to be). Spanish has become the second language of the United States; practical knowledge could be most useful. German has long been considered both difficult and scientific; and since Latin is frequently not offered, where else to place the academically talented? The growth of Italian can be placed geographically on the East Coast. Italian is growing from Washington to Boston, but the general picture nationally is far less bright for this language. The vast area comprised of the Midwest and the Southwest offers Italian rarely, if at all.

Many teachers of foreign languages have in recent years been called upon to teach their native tongue as a foreign language. Those of us whose native tongue is English have discerned that teaching English as a foreign or second language presents some shocking surprises. Our verb system isn't too bad, except for that auxiliary verb *do!* Our system of pluralization of nouns is horrendous. Then we note with chagrin that the endings which make present tense verbs singular make nouns plural. And, of course, rhyme and reason to English pronunciation, not to mention spelling, appear close to nonexistent.

What We've Learned
What are the facts that we've gleaned from our years of experience and of experiment?

We wish to teach and have students acquire a facility in the four language skills: listening, speaking, reading, and writing.

We wish to teach and have students acquire active oral usage as well as written usage.

Vocabulary should be taught in context through visuals, definitions in the foreign language, cognates, and although least desirable but sometimes necessary, an equivalent in the native tongue of the students. The assimilation of new vocabulary takes time and both oral and written practice. Teaching vocabulary through lists is easy but ineffective.

Structure must be organized to offer a logical presentation which does not complicate the issue by presenting too much, too soon. Again we need time for oral and written practice.

Conversations should include known vocabulary and structure and should assist in providing more practice as another step in assimilation of the vocabulary and structure.

Reading selections should be a reward. They should act as reinforcement of the vocabulary and structure taught and, of even greater importance, they should serve as confidence-builders for the students. The orientation of the readings should be cultural and of interest to the reader—daily life rather than history. The difficulty level should not exceed the ability level of the student.

Finally, the foreign language should be used as a means of describing and of communicating. These skills are best elicited through a visual which will assist the student to recall what he or she has learned and to talk about it.

We have tried and failed, and tried and succeeded. We have experimented, exploited, exposed and, at times, exploded. We have behavioralized, acculturalized, culturalized, and individualized. We have paradigmatized, declined, conjugated, and substituted. In all, we've run the gamut and we'll continue to do so with the thought in mind that language assimilation and manipulation take time, patience, and unrelenting devotion on the part of all concerned. **TF**

Developing Foreign Language Materials

by Dr. Nelson Brooks
General Consultant
Foreign Languages
The School Department
Harcourt Brace Jovanovich, Inc.

Dr. Brooks is Associate Professor Emeritus, Department of French, Yale University

Briefly stated, a publisher's aim in the foreign language field is to develop texts and materials that students will find engaging, that teachers find do the job, that administrators see as reflecting their innovative ideas, that textbook committees will buy, and that critics who write in professional journals will approve.

Initial steps in devising a foreign language program are these:

1. A brief look at the immediate past.
2. The recognition of fundamental concepts of the nature of language.
3. Consideration of basic notions in the philosophy of language learning.
4. Identification of the nature and interests of the student population to be addressed.
5. Awareness of current trends and of teaching styles that are "in the air."
6. A knowledge of the complexion of the current market for language textbooks.
7. An overview of a language course in its entirety.

In the 1960's, language learning was augmented beyond a dominant concern for a reading knowledge and showed that a speaking knowledge could be added and could come first.

The Related Disciplines
There is growing recognition that language ability is a genetic inheritance. Its immediate expression is in speech, however, not in writing. All children speak, no matter what, but reading and writing must be systematically learned.

The recognition and following of grammatical rules may or may not be brought to the surface in articulated form. (Children follow strict phonological rules in forming plurals without having any overt notion of what they are doing.) Ear, tongue, eye, and hand are all instruments indispensable to total language behavior; in preparing materials, one has to decide on the order of encounter and the relative emphasis upon the skills employed in their use.

Also important is an awareness of sameness and change in the operation at issue: the learning of a foreign language in the schools and colleges of one's own country. *Constants* are the language to be learned and the student's native ability to learn it; *variables* are the desired eventual outcomes, the learning strategies and materials employed, the teacher's catalytic input, and the general ambiance of the learning situation.

To the basic concern for syntax and semantics is now added the element of the "pragmatic" in language; that is, its use in living situations. The essence of language being a two-way exchange, materials and strategies need to provide for interaction between teacher and students and among the students themselves.

Beyond the mastery of the skills as they permit a growing control of a new language system lies the realm of meaning—the relating of the new sounds and forms to the significance they bear for the native speaker of the new language. This "meaning" area is none other than the total culture that underlies the target language. To restate the contents of a new language in equivalents to be found in the mother tongue gives only a limited and sometimes erroneous view of meaning. Hence one must recognize the cardinal importance of studies in culture to accompany the learning of linguistic forms. Carefully selected and prepared pictorial matter is of prime importance in the teaching of culture, and it must be authentic, representative, and typical. The preparation of pictures is closely related to the sequence of verbal learning; the two have to be planned and worked out together.

Related disciplines, particularly linguistics, but also psychology and cultural anthropology, are appealed to for guidance, innovation, and correction in the preparation of materials.

A teaching style much in vogue at present is named "individualization." The general concept is that the learner should proceed at his or her own rate through material that may be harder for some and easier for others. Applied to foreign language learning, this recognizes a wide spectrum of individual abilities, yet overlooks the fact that language is by nature a symbolic exchange, requiring interaction between two or more persons. When individualization is applied to foreign language learning strategies, what can be learned by oneself is separated from what requires social interaction.

Prominent among objectives that appeal to students are these: to gain a competence that will permit satisfactory face-to-face contact with speakers of the target language; to acquire a reading knowledge for use in further academic studies or for personal enjoyment; to use the target language as a research tool.

At the secondary level, a foreign language is seldom a formal requirement, hence the need to make both the materials and the teaching of them as attractive as possible in order to keep the learner in the course on his own volition.

Sequencing

A course in foreign language study is presented in sequential units in each of which the various elements of language and cultural content, models, examples, exercises, visual presentations, oral interchange, and reading-writing are integrated to form a viable whole, dealing with a selected topic and related to what has preceded and to what follows. The introduction of language content has to follow a logical sequence (compound verbs presuppose a knowledge of auxiliaries) but is not directly related to the age of the learner (all must learn plurals at whatever age). But vocabulary content, examples, and cultural matters relate directly to the age group for which the materials are prepared.

Since there is a common core of knowledge that must be acquired no matter what the objective, i.e., what words are used and how they fit together, there can be a central sequence or core of required learnings that is paralleled or accompanied by exercises in which reading skills are emphasized on the one hand and speaking skills on the other. Model, practice, and rule are carefully interrelated in order to elicit both performance and understanding.

Every effort is made to construct and present materials that create a pleasing first impression upon the user and that enhance the satisfaction of having acquired useful learning. Much attention is paid not only to the order of encounter of the skills but also to the introduction of new material and a reworking of old that will give the learner a confident feeling of steady advance at not too fast a pace and of retention of what has already been learned.

The textbook, itself a careful and sustained integration of both linguistic and cultural matters, is accompanied by various closely related types of "satellite" material such as tests, tapes, discs, filmstrips, readers, and films. Technologies for the recording of the voice, both with and without accompanying pictures, are constantly being improved, and all reasonable use is made of the various media to give a fuller dimension to learning and to enhance motivation.

The writing of units is done by author-editor teams who are mindful of the following questions: What can be retained of the best of former techniques and materials? What new dimensions can be incorporated after careful tryout with typical classes? What acceptance, accommodation, modification can be decided upon with regard to the "newness" generated by widely publicized special programs, writers in professional journals, and competitors? The perplexing matter of memorization is dealt with by a clear indication (in different type) of basic matters that must be learned for *recall*, e.g., verb endings, as distinct from what may be learned for *recognition*, e.g., many items of vocabulary and idiom.

Since a textbook of this kind requires the use of color and of picture reproduction, much effort is called for in appropriate layout preparation and in arrangement.

As successive units are prepared, they are tried out in cooperating schools in order to obtain corrective feedback before being given final form. Careful attention is also paid to what salesmen report as having an immediate appeal for teachers, as well as being eventually found effective by them in their instructional activities.

As in music, gaining a satisfactory degree of competence that can have some useful application is not done in a short time. Sequential units are grouped in sets and these in turn in series, ranging over a number of years, and are designed to take the learner from the very start to an eventual confident and effective control of a new language, whether it be in more advanced levels of academic work or in future careers or in the activities of daily life. **TF**

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Communication Should Be Primary

by John K. Young
Foreign Language Department
Macmillan Publishing Co., Inc.

When I was asked to write this article, it happened that I was about to leave New York for a four-week stay in Germany. Thinking—quite wrongly—that I would have plenty of time, I agreed to write it anyway.

For the last week I have been staying with a German family and sharing their everyday life. And I believe that this stay has helped me to experience concretely some things about foreign language learning worth sharing.

Neither my host nor my hostess spoke a word of English. (Their teenage children did, but they were not always present.) German happens not to be my language. My German is confined to two years in high school many years ago, and a more recently acquired reading knowledge, especially of technical material.

I was faced with the task of communicating in a language in which I had very limited ability. It is this situation, I believe, that should be of most interest to language teachers. If there is no skill in the language, there is no communication. If there is considerable skill, there are no serious problems about further teaching. When there is a strong desire to communicate, but limited tools with which to do so, the real problems of language learning come into focus.

The most important word in the past few sentences is, of course, "communicate." In order to communicate, one must speak. In my case, in order to speak with the limited tools available, I found that I had to **dare.**

Inhibitions to Overcome

It was no use worrying about the details of grammar. It was no use worrying about near-native pronunciation. It was no use even worrying whether I had exactly the right word. If I was to get salad instead of potatoes, I somehow had to let my preference be known. And after supper, when the family sat around a table with a bottle of wine, I had to hold up my end of a happy, but very limited and difficult conversation.

In both cases, German words had to be forced out of an extremely reluctant throat. My friends were kind enough to encourage and correct me gently. And by the end of the week I had made a lot of progress.

Philosophical Approaches Change

This whole experience served to reinforce vividly two points which I believe to be vital to foreign language instruction in our schools—and which have for years been the basis of our thinking as an editorial group.

The first point is the more obvious of the two. Neither perfection in grammar, nor perfection in pronunciation, should be regarded as ends in themselves in the early stages of instruction. In the old days, grammar was meaninglessly drilled to perfection. Later, the linguists persuaded us to substitute perfection in pronunciation for perfection in grammar, and we switched to drilling meaninglessly to perfection.

Both extremes are wrong. The important thing is to establish at the very start that language is for communication. Too much emphasis on either grammar or pronunciation makes students afraid to speak. Communication is actually inhibited, and students are put off language learning before they have had a chance to discover the excitement of it.

Motivation Is Vital

The second point is perhaps even more important as far as instruction and instructional materials are concerned. In the early stages of language learning, one must literally "force the words out of one's throat." And for this one must have a compelling reason.

When one is living with a German family, the compelling reason is ever present. In the American classroom, it is often not. It is up to our teachers and instructional materials to give students things that they both can talk about and want to talk about.

The task of the creative teacher, helped by the creative textbook author, is to build a world in the classroom with living characters and living motivations. Let the students talk about this world, then correct them, then let them talk again. And perhaps later, when they find themselves in the middle of a foreign family, they will be in better shape than I was at the beginning of last week. **TF**

Criteria Used In Selecting Materials

by Cynthia Marchese
Vice-President
Multi-Mondo Books, Inc.

Bilingual/bicultural education is becoming more and more accepted as a valid part of the educational curriculum. Thus, there is an increasing demand for educational materials published in many languages to fill the needs of students whose dominant language is one other than English. Equally important, of course, are the foreign language programs in our schools which also require a wide range of materials from a variety of countries throughout the world.

As an importer and distributor of books and audiovisual aids, whose concentration is largely on titles from Italy, we are committed to both bilingual/bicultural and foreign language education. We try to select those titles which would be most suitable as textbooks and enrichment materials for schools, libraries, and colleges across the United States.

Assess Educators' Needs

Since Italy alone has several hundred publishing houses, there are thousands of titles to choose from when preparing our catalogues. Narrowing these titles down to those finally selected involves a number of steps. First of all, we do a good deal of research to determine needs. We listen to the requests for specific types of publications, which teachers and librarians have made to us, either in their letters or during personal encounters at various conferences. We consult with educators and administrators with whom we are in contact in different parts of the country. We read professional journals and newsletters. The information thus gathered helps us decide which categories to concentrate on.

Physical Format

We then study the catalogues of the foreign publishers and order a number of individual titles. Once these arrive, we must decide which titles to accept. How do we make this selection? We look foremost for quality in both physical format and in content. Regarding the physical format, the book should contain attractive illustrations, clear, easily read type, and good paper. We accept paperbound or plasticized hardboard covers, since these are much more common with foreign publishers than they are in this country. On the other hand, the quality of color reproductions and illustrations, particularly in Italy, is frequently very high. Except for the occasional book whose content is important enough to overlook its appearance, we reject any whose physical characteristics are deemed unacceptable.

Contents

The contents of the books we select must present up-to-date and accurate information. And they should be suitable for the age group and reading level for which they are designed, both in subject matter and vocabulary. They also should be free of racial, sexual, or religious bias. We specifically like to discover books that are well organized, that include questions and exercises when appropriate, and that will motivate children and help them achieve success in their work. The specific criteria we use in evaluating the contents of a book vary greatly. Much depends on the type of book and its purpose and on whether it is a text, a reader, a library or reference work.

Cultural Emphasis

We make a special effort to find books and audiovisual materials that deal with culture and civilization. This is an important category in that such books help to imbue the bilingual student with pride in his heritage, and give the foreign language student an understanding of another country and its people.

Our search for new materials to fill the existing needs in schools, libraries, and colleges is a never-ending one. We are constantly expanding and revising our lists, in order to offer a wide variety of materials that fit different educational needs, and that give a choice to our clients. **TF**

Developing Bilingual Materials

by Clara I. Kohen
Editor
Santillana Publishing Co.

Bilingual education is one of the most significant developments in the field of education in this century. There is an increasing awareness that the learning process is advantaged if the native language of the learner is used. While this educational process was initiated to meet the needs of thousands of students for whom English is not their native language, it has evolved into a means of enrichment as well.

If the educational process were to take place in a community in which all the students came from similar backgrounds sharing the same language abilities and needs, materials would be geared toward such a homogeneous group.

Many Considerations

But what happens when students converge from all different parts of the world? What will help them reconcile the new culture in which they are living, and the one from which they have come? How will they identify the vocabulary used in the textbooks? What should be done to make them feel that their classroom materials relate to their realities and their language? And finally, what content areas will textbooks be created to cover? These are just some of the questions publishers must consider in preparing materials for bilingual education. Educators agree that reading skills should initially be developed in the student in his/her native language. If the student acquires the skills necessary to be a good reader, his progress in all the other subjects of the curriculum will be accelerated.

Translations Inadequate

It is not enough to translate existing books. Now it has become necessary to create new textbooks that benefit from the latest research findings of specialists. It is also necessary to listen to criticism and follow the advice of teachers who face daily the problems and rewards of classroom activity; and above all, to provide students with materials to which they can relate without restricting them only to what is familiar. As educators, our task is to widen their horizons, to introduce them to peoples and cultures different from those they have known, to expand their vocabulary, and to bring them to the realization that by respecting the unfamiliar and learning from it, they will enrich themselves.

Should Parallel Other Courses

It is not enough to provide a good program in the student's native tongue if, at a later stage, the provision is not made to transfer the acquired abilities from his native language into English. The ideal alternative would be to establish a program in the native language, paralleling its equivalent in English, so that the student will later be able to transfer the newly acquired skills into English.

Evaluation Systems Necessary

It is essential to provide the teacher with evaluation systems that will help him or her assess, step by step, the student's progress through learning activities. To provide an accurate instrument of evaluation, the details of the textbook must be observed and followed so that the student is tested only on the material which has been covered in class.

Individualization Important

Nor is it enough to provide an accurate system of evaluation if the teacher is not provided with the means by which to enrich or expand those skills that the student must acquire for a successful school experience. It is necessary to individualize the instruction to the maximum so that these students will not feel that they are being left aside. They should be incorporated into the mainstream of classroom activity without feeling like strangers.

It is also necessary to continue our research by evaluating findings to improve materials, thereby enriching them with new theories. **TF**

A Challenge To American Publishers

by Linda E. Goodman
President
The Bilingual Publications Company

Ms. Linda Goodman holds an M.A. in teaching from Harvard University, and formed her company in 1974.

We have real concerns with the sluggishness of the response of the American publishing industry vis-à-vis the expressed needs of the bilingual educators in the U.S.A. No major efforts have been made either to publish or to market books in the Spanish language, other than traditional textbooks designed for students of Spanish as a second language, chiefly on the high school level. The entire elementary school market for Spanish-language curriculum materials has been ignored by the publishing industry.

As business people, we at The Bilingual Publications Company are quite capable of staying in the field simply by trading in imported books. As American citizens concerned with the quality of education in the 1970's, however, we deplore the facts that much of the material now being distributed is based on a philosophy of education alien to the American one, and that much of it reflects customs which, while interesting per se, detract from the main purpose of the books, which is to provide instruction in the curriculum areas.

Philosophical Problems

To speak first of the distinctly non-American philosophy of education inherent in many of the publications we have seen (and rejected, insofar as marketing these materials is concerned), we notice the multitude of basal reading series, basal science series, basal mathematics series being produced by Spanish companies, in particular. Now, while basal series in and of themselves are a perfectly acceptable vehicle for the teaching of the various curriculum areas, the progression followed by Spanish educators is usually different from the progression followed by American educators. Thus, a student studying math at the third-grade level here would find few similarities between his American-made textbook and the Spanish counterpart. Only when the curriculum coordinator spends time examining each individual component of any basal series, selecting some volumes and eliminating others, is there a chance that she or he will find a way to establish a course parallel with the American course in a given subject.

In line with the above, we also feel compelled to mention that the Americans believe, above all, in the wisdom of individualized instruction. Without a wide enough choice, American instructors in bilingual programs are sometimes forced to select a basal series when a range of individual texts in a number of curriculum areas would be a more equitable solution to the problem of diverse language skills on a single grade level.

Our call, then, is for American producers of curriculum materials either to issue parallel versions of their courses in Spanish, as Houghton Mifflin has done with its Mathematics Series, or to produce totally new courses and individual titles in the Spanish language. Only in this way will the curriculum needs of American bilingual students be met.

Sociological Problems

We have referred to the different customs and styles of life portrayed in the books produced in foreign countries. Certainly, if all books purchased for bilingual education were to be used for the teaching of social studies, this would be an attractive situation, indeed. The fact is that only a small portion of these books are purchased for the social studies curriculum; the balance is selected so that math, science, ecology, reading, and other subjects may be taught. When illustrations and photographs, particularly the photographs of people, constantly reflect the cultures of Europe, South America, or even Mexico, and rarely reveal the faces of Puerto Rican New Yorkers or Chicanos living in California, then the books are skewed in a *manner which is less than desirable.*

American book publishing in the English language is undergoing continuous scrutiny these days from such watchdog groups as the Council on Interracial Books, the National Organization for Women, and others. These groups, while sometimes going to extremes in their criticism, nonetheless do stimulate American publishers to take care that language used be non-sexist and non-biased, and that photographs and illustrations reflect accurately the multiracial society in which we live.

What group is watching over the attitudes portrayed in books produced in foreign countries? Who is examining books produced abroad with an eye toward how woman's role in society is shown? Is anyone paying attention to the attitudes and assumptions being conveyed linguistically in textbooks published in Spanish?

A Call to Publishers

There is every reason for American publishers to assume the new burden, and the new risk, of producing materials in the Spanish language. These books, of course, would be written by American bilingual educators, fully aware of the needs faced by the children, and fully aware of the careful scrutiny to which their efforts would be subjected.

Every time we have questioned an American publisher on his or her plans for publishing on a major scale for the bilingual community, we receive the following answer: "This 'bilingual education' movement is merely a passing fad. Besides, the market is too small." An infuriating answer, to say the least.

As distributors in touch with the market on a daily basis, we challenge these assumptions, and call for American publishers to stop playing blind and to take a risk which is guaranteed to succeed for them and which only they can afford to take. The market exists, the demand is strong; the books need only be written. **TF**

Continued from page 5

mediately to the realization that during the past decade (1965-1975) most of the impetus for change in language teaching and language learning has had strong indigenous societal roots, although the former external exposure is also still present. In this past decade language teaching in the United States has had to respond, as never before, to internal social needs such as the urban disadvantaged, the alienation of youth, the ethnic minorities, the rebirth of ethnicity among some whose parents fancied that they had escaped from it, and most recently, the fiscal crunch. Many of these societal needs and re-emerging lost continents have hit language instruction directly in that the high priorities given to them have left proportionately fewer taxpayer and foundation dollars for other needs. In addition, the educational establishment's reaction to those needs and pressures have often hit language instruction indirectly by permitting greater latitude to student choice of subjects to be studied, greater opportunity for "alternative" forms and contents of education, and, correspondingly, lesser insistence on language learning as new subjects and as new populations enter our high schools, colleges, and universities.

For one reason or another, language enrollments have generally been dropping, language requirements have been fading, the attack on language learning has been mounting, and—as in all times of strife and disappointment—the time and mood are ripe for a new savior. Language teaching in the United States needs a new panacea, a good bet, a stimulating idea, a rallying cause, or, at the very least, a straw to clutch at in the form of an unbeatable method. It is at this point that bilingual education enters the picture to save Little Red Riding Hood from the Big Bad Wolf.

Bilingual Education and Compensatory Education

There is growing recognition in language teaching circles—as in education circles more generally—that a sizable proportion of the disadvantaged lack facility in English (not to mention standard school English), and that if their educational progress is not to be appreciably delayed and diluted, they had best be taught most subjects in their non-English mother tongues, at least until ESL gets through to them. The recent *Lau* decision of the Supreme Court may soon foster a nationwide approach along these lines; yet with all of its welcome relief for all children whose English is really insufficient for the burden of educational effort, I doubt that it will do much for language instruction. Bilingual education that is merely compensatory, merely transitional, is no more than a desperate attempt to fight fire with fire. If a non-English mother tongue is conceptualized as a disease of the poor, then in true vaccine style this disease must be attacked by the disease bacillus itself. A little bit of deadened mother tongue, introduced in slow stages in the classroom environment, will ultimately enable the patient to throw off the mother tongue entirely and to embrace all-American vim, vigor, and vitality.

My own evaluation is that compensatory bilingual education is not a good long-term bet either for language teaching or for bilingual education per se. The multi-problem populations on whose behalf it is espoused—underprivileged, unappreciated, alienated—cannot be aided in more than an initial palliative sense by so slender a reed as compensatory bilingual education. Populations that would present well-nigh insuperable problems to our schools and to all of our establishment institutions, even if they were monolingual English speakers, will not cease being such problems merely because they are offered a year or two of introductory education primarily in their non-English mother tongues. Their problems and our hang-ups are not that simple to overcome.

Bilingual education "sold" as a compensatory promissory note will disappoint us all, teachers and citizens alike. It will not solve the basic societal problems of the non-English speaking poor, and therefore will not solve their basic educational problems. It will soon be just another educational panacea gone sour, and language teaching as well as bilingual education as a whole will both suffer needlessly as a result of having made yet another bad bet.

Bilingual Education and Ethnic Legitimacy

There is another rationale for bilingual education, and it might well be of somewhat greater interest to language teachers and to American society at large. Thanks to our recent ethnicity binge, it recognizes the non-English mother tongues and cultures in our midst as things of beauty, to be maintained and treasured forever and ever. It recognizes these languages and cultures not for manipulative, compensatory, and transitional purposes, but as basic ingredients of a healthy individual self-concept and of sound group functioning. Groups that are deprived of their languages and cultures are dislocated groups. Such groups have no alternative but to dump dislocated and alienated students on the doorstep of the school and of all other institutions of the larger society. Greater self-acceptance among non-English mother tongue children (including acceptance of their parents and their traditions and their immediate societies), and greater mutual acceptance between such children and the American mainstream, will also foster greater genuine school progress. Bilingual education under this rationale is oriented toward group maintenance, and as a result is not merely a compensatory, transitional "quicky."

Note, however, that it, too, has an unstated assumption—namely, that bilingual education is needed only for the "unmeltable ethnics." Such a view is still patronizing—although "patronizing once-removed"—in that it assumes that non-ethnics are beyond or above bilingual education and "all that." Language and ethnicity are still assigned to the "outer fringe," beyond the propriety of white Anglo-Saxon Protestantism. Enlightened patronization would not be a propitious approach to strengthening the impact of mathematics or history in American education or in American life, and I predict that, welcome though it may be among the Navajos, it will do little or nothing for the place of language learning in our schools and in our society more generally.

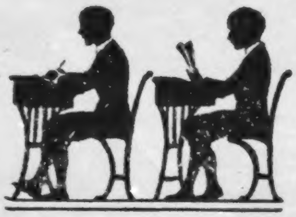
Bilingual Education for Enrichment

In various parts of Canada (and not only in French Canada) economically comfortable English-speaking parents are voluntarily sending their eager youngsters to primarily-but-not-entirely French schools. Such "immersion schools" for societally favored youngsters also exist in France, Germany, Latin America, the Soviet Union, the Arab world, Italy, Belgium, not to mention many, many parts of Africa and Asia. They bring together two languages of wider communication rather than one pitifully small language and one colossally large one. They involve the populations most able to pay for a good education and most likely to succeed educationally and societally rather than those least favored in these respects. They require the most advantaged to stretch further educationally, and thus are really an enrichment for the rich. They continue, albeit at a somewhat more accessible level, the bilingual education tradition practiced by most elites since the days of the ancient Egyptians and Greeks and Romans. They are eminently successful and therefore attract the best students, teachers, administrators. Regrettably, such schools are almost unknown in the public sector of American education.

Of course, bilingual education for enrichment also involves some unspoken assumptions, just as does compensatory and group maintenance bilingual education. It assumes that it is particularly the well-off who not only stand to gain by an additional cultural exposure but that, indeed, they are the very ones for whom such an exposure is an acceptable and even a powerful motivating argument. My own view is that enrichment (or immersion) bilingual education is the best way of demonstrating the academic and societal advantages of bilingual education. I am sure that it is *this* kind of bilingual education that could become the most reliable prop for language teaching in the United States, just as it has become such in some of the countries I have mentioned. Such a prop would be more than a fad, more than a nostrum, were it ever to catch on. It represents bilingual education not only at its best, but at its broadest. However, I am not sure that "middle America," in whose image most of our secondary and higher educational institutions are shaped, is quite ready for it, or ever will be.

Bilingual Education in Sociolinguistic Perspective

Let me close by viewing both bilingual education and language teaching in a sociolinguistic perspective. If there is anything that bilingual education has to contribute to language teaching more generally, it is its maximization of language learning for the communication of messages that are highly significant for senders and receivers alike, both in their individual as well as in their actual and potential societal capacities. There is simply no way in which language teaching which focuses on language as a target of instruction can fully capture the total impact upon the learner which is available to language teaching that also capitalizes upon language as the process of instruction. Because bilingual education does just that—particularly in its enrichment guise, but also in its compensatory and group maintenance guises (which definitely have a validity of their own, although of a more temporally or demographically restricted nature)—it provided a powerful and world-wide boost to language teaching. However like every potential solution it poses potential problems as well.



Is the American public mature enough for enrichment-oriented bilingual education? Are we and our colleagues in the language teaching profession mature enough to move toward it rather than to reject it because of our personal inadequacies and societal biases? My own tendency is to view the future in optimistic terms. I see the future of language teaching and language learning in the United States as including a greater variety of rationales, goals, and methods than has hitherto been the case. I see bilingual education among them, and I see more language teachers able to engage in it than previously, whether for compensatory, group maintenance, or enrichment purposes. Indeed, I see American bilingual educators being able to engage in various kinds of bilingual education, rather than merely in one kind or another, depending on the students and communities to which they are addressing themselves. Finally, I see more second-language teachers also able to engage in bilingual education, and more bilingual educators being able to engage in second-language instruction, rather than two quite distinct groups of language practitioners, as is most often the case in this country today.

As for bilingual education itself, it cannot be the panacea for all the ills that plague American language teaching today. It is but one opportunity among many to revitalize language teaching. It is itself internally diversified into compensatory, group maintenance, and enrichment streams and must not be viewed as one undifferentiated blob. It has its own problems of training and funding. It can no more remake society, education, or even language teaching than can any other partial solution to all-encompassing and multifaceted problems. It should not be underrated, but it should not be oversold on false premises. It has functions that go above and beyond language teaching. However, I know that it is here to stay as a world-wide phenomenon today, with outcroppings in well over a hundred countries, and I trust that our beloved America too will profit from it and contribute to it in the days to come.[1]

A paper presented at the Sixth Annual Meeting of ADFL, at the MLA Convention, 27 December 1974, in New York City. Reprinted with permission from Newbury House Publishers, Inc., Rowley, Massachusetts 01969.

[1] *All of the above points are further developed in* Sociology of Bilingual Education, *prepared under contract OEO-73-0588 for the Division of Foreign Studies, DHEW, USOE (1974).*

TF

ASSESSMENT *Continued from page 21*

d) Do you wish to pass the Spanish language on—as a venerable tradition and worthy linguistic legacy—to your children?

21. Now that you are living in the United States, what is your attitude toward the English language?
- **a) Positive: I want to master it.**
- **b) Negative: I do not want to learn it.**
- **c) Indifferent: It makes no difference if I master it or not.**

22. Do you realize that the mastery of English is basic for survival in the United States, and a very useful asset for improvement of your personal, social, professional, and economic conditions both in this country and abroad? Yes or no?

23. Would you reconsider the attitude you stated in question 21—if your answer were negative or indifferent after reading question 22? Yes or no?

Consider the student's attitude toward the Spanish and English languages as well as the inherent sociolinguistic significance and importance in a bilingual/bicultural setting.

24. Have you ever been taught in both languages—Spanish and English—in a bilingual/bicultural educational program? Yes or no?

25. If your answer to question 24 was yes, can you respond to the following regarding that bilingual/bicultural program?
- **a) Where does or did that program exist? (School and city)**
- **b) When did you attend it? (Dates)**
- **c) What school grades did you attend? (Mention the corresponding grade(s): Pre K, 1 through 12)**
- **d) How would you describe that program?**
  1. **A survival program, for Hispanos only.**
  2. **An enrichment, and a survival program, for both Anglos and Hispanos.**
  3. **A transitional and remedial program. The student was kept in it only until he/she could function in the regular mainstream classes.**
  4. **A maintenance and true bilingual/bicultural program. The student stayed in the program throughout his studies in order to achieve a balanced education in both Spanish and English.**
- **e) Were you happy and at ease in that program?**
- **f) Or did you feel segregated, discriminated against, and ashamed?**
- **g) Would you also have felt ashamed in a regular mainstream class because of your ethnic background or faulty English?**

26. Would you like to have been taught in a true bilingual/bicultural educational setting? Yes or no?

27. Would you like to be taught now in a bilingual/bicultural educational program? Yes or no?

28. If the above answer is yes, which subjects would you like to be taught in Spanish? Show your order of preference by writing 1 close to the most desired subject, 2 to the next in preference, etc.: mathematics, social studies, sciences, Español para Hispanos (gramática, cultura, literatura), or basic skills—such as listening, speaking, reading, and writing.

29. What would be your reaction to a bilingual/bicultural educational program with the following daily schedule? Answer yes for accept, no for reject.

In Spanish

3 periods, 40 minutes each, and 5 minutes for recess/change of class. Total: 135 minutes, 2 hours, 15 minutes. Subjects to be taught:
1. **Español para Hispanos**
2. **Estudios Sociales**
3. **Matemáticas o Ciencias (These two can be replaced by any of the common subjects mentioned below)**

In English

4 periods, 40 minutes each, and 5 minutes for recess/change of class. Total: 180 minutes, or 3 hours. Subjects to be taught:
1. **English or ESL (if English as a Second Language is needed)**
2. **Social Studies**
3. **Mathematics**
4. **Science**

Common Activities and Offerings: In English, although some could be taught in Spanish.

1 period, 40 minutes, and 5 minutes for recess/change of class, for a selection of subjects such as:
- **Physical education: sports, first aid**
- **Public services: police, firemen, nursing**
- **Music: band, chorus**
- **Home economics: cooking, sewing, ironing, baby-sitting, baby care, home management and budgeting, consumer education, fashion design and modeling**
- **Commercial arts: typing, shorthand, store and office clerk**
- **Fine arts: painting, sculpture, drawing, commercial design and drawing, pottery**
- **Industrial arts: metals, wood, electricity, printing, mechanics—automotive or air conditioning, painting, plumbing**
- **Dramatic arts: television, radio, theater and film**

Lunch and Recess 30 minutes (15/15 minutes).
Total Time in School 6 hours, 30 minutes, let's say from 8:00 A.M. until 2:30 P.M.
There will be time after school for any extracurricular activities.

30. If you don't like the above daily schedule, please suggest one. Write your own schedule.

31. If you don't want bilingual/bicultural education, check one or more of the possible reasons:
- **a) It's too much work.**
- **b) It's much too challenging.**
- **c) I am a lazy student.**
- **d) There is no place for indifferent students.**
- **e) I don't want to master the other language that I don't know.**
- **f) I don't want to improve in the language that I haven't mastered yet.**
- **g) I want to be a bum.**
- **h) I don't like school.**
- **i) I don't like the teacher.**
- **j) I don't like the students.**
- **k) I like to do nothing.**
- **l) I do not want to be better prepared for life.**
- **m) I do not want more opportunities.**
- **n) Bilingual/bicultural education is not needed in simple jobs.**
- **o) There is no need for bilingual/bicultural education when one is a welfare recipient.**
- **p) I do not want to know the language and culture of Hispanic ancestors better.**
- **q) I feel ashamed of the Spanish heritage.**
- **r) I have not realized that participating in a bilingual/bicultural educational program would make me a better and more balanced student and more interesting personality.**
- **s) I do not want to have bilingual/bicultural guidance counselors, administrators, psychologists, teachers, social workers, and, in general, pupil personnel services.**
- **t) I do not truly know what bilingual/bicultural education means.**
- **u) Any other.**

Ask pertinent questions about bilingual/bicultural education, such as its acceptability or rejection, the student's previous experiences in bilingual education, factual information, and program assessment, the student's own preference for the subjects to be taught in a bilingual program as well as his critical judgment on a suggested daily schedule, giving him the opportunity to contribute to and be involved in the making of a bilingual/bicultural curriculum, and finally, the student's own reasons to refuse the benefits of bilingual/bicultural education, using thought-provoking questions indirectly to make him/her reconsider negative attitudes and perhaps adopt some positive ones.

Continued on page 55

SED *Continued from page 24*

velopment of that level of competence will be one of the functions of the Basic Courses in each of the languages.

A second important function to be served by the Basic Courses will be the identification of individual students' relative strengths and weaknesses in each of the four skill areas through carefully designed evaluation procedures. This diagnostic component of the Basic Courses will enable teachers and guidance counselors to help students identify the options most suitable to their abilities and interests. Because of this diagnostic feature, the Basic Courses will contain a zero-reject provision, by recommending that students be credited for their accomplishments in specific skill areas without penalty for lack of commensurate achievement in other skill areas for which they lack aptitude or interest and which they would not pursue further.

As illustrated in Figure 1, the Basic Courses would ideally be part of the language program below grade 9. In school districts which do not offer foreign language instruction below grade 9, the Basic Courses would constitute the beginning of their senior high school program. From the discussion above, it should be evident that the Basic Courses as envisioned within the new syllabus, are **not** to be confused with the so-called "exploratory" courses offered in some schools to help students decide which of several languages to study.

By the end of the Basic Course, students will need assistance in making a number of decisions. One such decision is which of the two strands leading out of the Basic Courses would be most suitable for them. For those who have demonstrated marginal aptitude in all four skill areas and who would benefit from a slower pace of instruction, the Local Credit strand might be most appropriate. Within this strand, schools would determine which of a number of course options, in terms of skill and/or topical emphasis, they need to offer to meet the needs of these students. Constant expert assessment of students' progress would enhance their chances of moving laterally into the more demanding State Diploma Credit strand.

Whereas the Local Credit strand will consist of sets of short-term courses designed to take students as far as they are able and willing to go in a foreign language of their choice, the State Diploma Credit strand will be more sequential in nature, leading to development of specific skills in greater depth. As illustrated in Figure 1, four distinct sequence options will be possible within this strand:

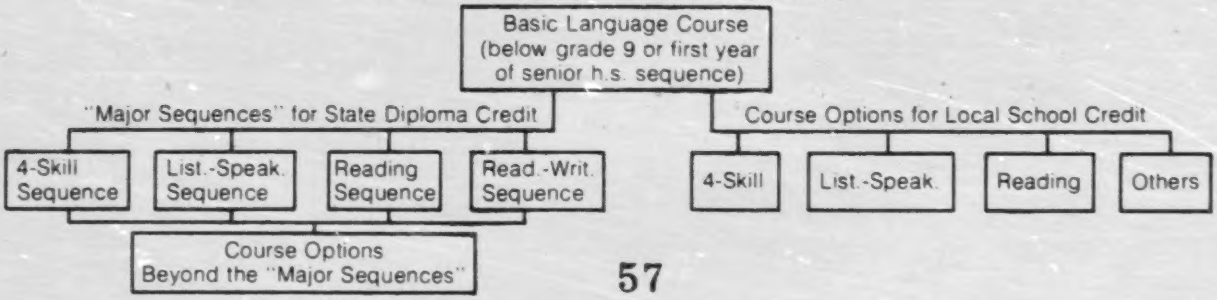
1. **The Four-Skill Sequence** For students who have demonstrated competence and interest in developing all four language skills in the Basic Course.
2. **The Oral Communication Sequence** For students who have demonstrated aptitude and interest in developing the listening and speaking skills to a greater extent than the other two skills. The goal of this sequence will be to develop the listening and speaking skills in greater depth than in the four-skill sequence. The other two skills (reading and writing) will serve a supportive function only.
3. **The Reading Sequence** For students who have demonstrated particular aptitude in reading and are primarily interested in developing this skill in greater depth than would be possible in pursuing a four-skill sequence. The other three language skills will serve supportive functions only.
4. **The Reading-Writing Sequence** For students who have a particular interest in developing these skills and have demonstrated sufficient aptitude in the Basic Course to do so successfully.

The syllabus will recommend cultural themes around which each of the four sequences should be developed.

The number of languages, as well as the number of options within each strand a given school can and should offer, will depend essentially on the size of the school population and on the degree of heterogeneity of its students' aptitudes and interests. The syllabus will describe the program possibilities; the schools must decide which of these will best serve the needs of their students. It must be noted, however, that recent trends in the change of classroom management strategies will make it feasible even for schools with relatively small enrollments to consider offering at least two options in a particular language without necessitating additional staff or conflicts in scheduling. Students in the Spanish reading sequence, for example, could be working independently on developing that skill at the same time and in the same classroom as students in the Spanish oral communication sequence are engaging in conversational activities with the teacher. Conversely, one group of students might be involved in listening-comprehension practice through the use of electronic equipment at the same time that another group, in another section of the same classroom, discusses reading activities with the teacher.

Continued on page 64

FIGURE 1: THE MODERN FOREIGN LANGUAGE PROGRAM
(Chapter III of New Syllabus, General Section)


Basic Language Course (below grade 9 or first year of senior h.s. sequence)
"Major Sequences" for State Diploma Credit
Course Options for Local School Credit
4-Skill Sequence
List.-Speak. Sequence
Reading Sequence
Read.-Writ. Sequence
4-Skill
List.-Speak.
Reading
Others
Course Options Beyond the "Major Sequences"

CAP Curriculum Projects In Foreign Languages

Curriculum projects in foreign languages completed by CAP participating school districts are available at NERC (see box, page 57). Numbers are coding for alphabetical list of school districts which appears at end of listings. Where the districts specified grades 7, 8 or 9, the designation has been retained; all others are secondary level.

Summer 1975

Advanced Placement—French (50)

Advanced Placement—Spanish (50)

Basic Spanish Conversation (42)

Career Spanish (45)

Correlation—AV and Cultural Materials with Foreign Language Curriculum (16)

French Conversation (42)

French, Spanish, Italian (5)

Italian (47)

Oral Communication, Spanish 7 (45)

Spanish (40)

Spanish (48)

Spanish Conversation—Intermediate and Advanced (42)

Spanish IV (30)

Spanish I and II—Thematic Unit Outlines/Cultural Packets (23)

Spanish—Oral Component (42)

Summer 1974

Basic Spanish Mini-Units (37)

Conversation Course in Spanish (14)

Discovering French, Grade 7 (30)

Exploring Spanish, Grade 8 (30)

French (42)

French and Spanish—Level I (50)

French, Grades 8 and 9 (42)

French—Level II (30)

French 2R—Curriculum Revision (14)

German 4—Individualized Instruction (14)

Introductory French (14)

Latin—Noun and Adjective Declensions, Grade 8 (42)

Spanish (42)

Spanish—Introductory Lessons for Segunda Vista (19)

Spanish—Object Pronoun and Listening Comprehension, Grade 8 (42)

Spanish I (23)

Spanish I—Media Materials (19)

Spanish II (23)

CAP *Continued from page 2*

sharing through CAP. It was at this meeting that the decision was made to appoint curriculum leadership specialists to serve as part-time consultants.

All Nassau County school districts were invited to participate in the development of curricula. They were asked to contribute their ideas via a survey instrument sent by Dr. Gene Gilmer, Executive Administrator, BOCES R & D, subsequent to a CAP Planning Council meeting during which an analysis of the instrument was made and a plan for sharing, aimed at incorporating Dr. Bishop's recommendations, was drafted.

The districts' responses were taken into consideration in the development of the final CAP curriculum proposal which was submitted to the SED on February 1, 1976.

Upon hearing of the proposal's approval, sharing meetings will take place involving R & D coordinators, curriculum leadership specialists, SED consultants, and BOCES representatives, to plan to develop curriculum products based upon the proposal.

A decision from the SED on the proposal is expected by April 1, too late to appear in this issue of TIME FRAME.

TF

ASSESSMENT *Continued from page 53*

QUESTION GUIDE For the Teachers Administering this Questionnaire

QUESTION	FOR ALL STUDENTS	FOR SOME STUDENTS
1	x	
2	x	
3	x	
4		Those who emigrated to the U.S.
5	x	
6	x	
7	x	
8		Those answering A) to 6 *and* 7
9		Those answering B) to 6 *and* 7
10		Those answering C) to 6 *and* 7
11		Those answering C) to 6
12	x	
13		Those answering A), B) and C) to 12
14		Those answering A) to 12 and 13
15		Those answering B) or C) to 12 and 13
16		Those answering B) to 12 and 13
17		Those answering C) to 12 and 13
18		Those answering D) to 12
19		Those answering E) to 12
20	x	
21	x	
22	x	
23		Those answering B) and C) to 21
24	x	
25		Those who have had a previous bilingual/ bicultural educational experience.
26		Those who never were taught before in a bilingual/bicultural setting.
27	x	
28		Those who want to be taught *now* in a true bilingual/bicultural educational program.
29	x	
30		Those who do not want the bilingual/ bicultural schedule suggested in 29.
31		Those who do not want bilingual/ bicultural education at all.

TF

BOCES SE *Continued from page 18*

yields a numerical indicator and a qualitative description of the child's structural language proficiency. The five levels of oral language proficiency range from Level 1, where the child neither speaks nor comprehends the language in which the test is being administered, to Level 5 where the child is as proficient as his peers who are native speakers of that language.

When the *BSM* is administered to the same child in both languages, as it was in this sample, the results can be used as an indicator of language dominance with respect to basic syntactic structures; i. e., the child's proficiency in English and Spanish can be compared to indicate whether, and to what degree, the child is structurally dominant in English or in Spanish. This comparison would also indicate whether the child is a "balanced bilingual" with respect to the basic syntactic structures of both languages. Thus, the *BSM* reveals the degree of bilingualism with respect to certain basic syntactic structures both in English and in Spanish. Children who score at Level 3 or below in both their native language and in English are functioning at a "survival" level and lack clear-cut dominance in either language.

One-third of the testing sample achieved scores at Level 3 or below in *both* English and Spanish, the native language. These dramatic results serve as a primary rationale for our determination of the need for more in-depth study of children in primary-grade bilingual classes; for the training of their teachers in the identification and remediation of specific learning disabilities; and for the planning of a continuum of support services.

It is hoped that funding of this proposal would enable the two divisions to find solutions to some additional problems concerning bilingual youngsters who are learning disabled. Research concerning bilingual children indicates that these children may be "underdiagnosed." Because language diagnostic instruments are seldom administered to this population, psycholinguistic learning disabilities often go unidentified. Development of an appropriate instrument would be one of our goals.

Although curricular and instructional materials are relatively abundant in Spanish, the search must be initiated for adequate materials on bilingual learning disabilities. At present, this project is aware of only those instruments developed by research teams at Southern Illinois University, Carbondale, and at the University of Arizona. Each of these instruments is intended for individual assessment, and is costly to administer. The project hopes to develop a group screening instrument that is brief, and may be utilized by the classroom teacher.

Most teachers and aides are in need of intensive in-service training and staff development activities in learning disabilities; among those working with the bilingual, the need is especially acute. Of the 62 educators who participated in BOCES-sponsored activities relating to bilingualism this year, none, to our knowledge, had received any special training in specific learning disabilities.

There is a recognizable shortage of bilingual pupil personnel services in this county (psychologists, speech teachers, etc.). Recent budget strictures have intensified the need in this area, which is unlikely to be met by individual districts in the foreseeable future. A central shared service agency such as BOCES Bilingual Learning Disabilities Project, could identify the relatively few resource people available and coordinate their services.

NOTES

1. Nancy Modiano, "A Comparative Study of Two Approaches to the Teaching of Reading in the National Language," United States Office of Education, Cooperative Research Project No. S237, New York: New York University, 1966 (ERIC ED010 049).
2. Marina K. Burt, Heidi C. Dulay, and Eduardo Hernández, *Bilingual Syntax Measure*, New York: Harcourt Brace Jovanovich, 1975.

TF

HERE TO STAY? *Continued from page 22*

Bilingual-bicultural education, if it is here to stay, cannot be confined within the perimeters of either a bilingual department, an area studies program or even the school of education. If we see it as a true pathway to cultural pluralism, as an essential aspect of a humanistic concept of life, it has to permeate every discipline and so be reflected in society.

If we are to develop and demonstrate our appreciation of cultural diversity within the different segments of society, this sensitivity should emanate precisely from the institutions of higher education from which these very examples are drawn.

The essential areas upon which such programs should be built are within the programmatic base of four main components: language proficiency, linguistic structures, instructional methods and cultural interaction. In order to build a truly sound curriculum in these four areas it is imperative that resources be drawn from many disciplines not only within the school of education but among the different areas within the schools of liberal arts and sciences. Again, a coordinated effort, cross-disciplinary in nature, is the only sound approach toward meaningful institutionalization of the bilingual-bicultural concept.

Ignorance can only lead to distrust. Awareness, concern will lead to acceptance of others. Prejudicial manifestations of ethnocentrism in racism (which, incidentally, works two ways) can be counteracted by having a true historical perspective of meaningful values in a cross-cultural society such as ours. The ability to establish, among both bilingual and monolingual members of society, a positive social and intellectual interaction can best be achieved through a concerted effort of mutual understanding.

These aims, these objectives, are not as unattainable as they may sound if they stem from a truly bilingual-bicultural structure within the institutions of higher education. If they can be achieved, bilingual education is here to stay.

If, on the other hand, these new college programs remain in essence a microcosmic example of the same old problems that we have encountered so far, they will remain remedial in nature, ethnocentric in values, and alive only as long as the soft money keeps on coming.

TF

OEP NEWS

The OEP (Optional Educational Programs) is now completing its second year. The project has identified a number of field agents, known as OEP representatives, throughout New York State, most of whom are affiliated with a BOCES. In Nassau County, the OEP representative is Dan Domenech of the BOCES Division of Research and Development.

The function of the OEP representative is to act as liaison between local school districts and the State Education Department by:

- Informing school districts about exemplary optional programs in New York State and the County, through the dissemination of written and published reports.
- Informing the State Education Department about the needs and the activities of local districts.
- Encouraging local districts to assess educational needs and to plan, implement, and evaluate optional programs.
- Providing technical assistance to school districts undertaking recommended optional educational programs, including writing grant proposals.

Funding for the OEP, it was recently announced, will be continued for the 1976-77 school year through the SED Office of Program Planning. The OEP has served as a logical expansion of Project Redesign. In 1975-76, the OEP has been more closely associated with the Division of Elementary, Secondary and Continuing Education's General Program Planning, the Office of School District Organization, and with the State Facilitator Project, ESEA, Title III-306 in the Erie I BOCES. The program has continued its close cooperation with the Division of General Education and Curricular Services and the various bureaus in the instructional branch.

No separate OEP grants were awarded in 1975-76; instead, the OEP office, on request, assisted school districts in the preparation of proposals for funding under ESEA Title IV-C and the mini-grant program.

One significant change in the OEP in 1975-76 was that the concept of optional programs was expanded to include many types of innovative educational changes, including options and alternatives. Financial support through ESEA Title IV-C, however, was limited to projects and programs meeting local and New York State priorities.

According to Dr. Robert King, Statewide Coordinator for the OEP, the BOCES regional management team, in accepting the 1976-77 grant, will assume the responsibility for the distribution of the Title IV-C monies in each region. The OEP grant monies should be used by the BOCES or regional centers to carry out the identification, development, validation, dissemination, and adoption of exemplary and validated educational programs as needed by local school districts in the region.

It is anticipated, Dr. King continued, that Title IV-C OEP grants would be matched in amount by local funding for the support of the program. It has been determined that monies obtained from local districts for this purpose be included for BOCES aid upon approval of a CO-SER (Application for Cooperative Services). **TF**

NERC *Continued from page 3*

- Enlist the aid of the Supplemental Security Income Division of the Social Security Administration and the Immigration and Naturalization Service. Every effort will be made to reach non-English-speaking populations in the County.

When asked how effective they thought this new law would be in reaching out to the handicapped and providing sorely needed services, the participants' responses were generally positive.

Regionalization of Library Services

SED, to encourage the regionalization of library services, met with school and public librarians in Nassau and Suffolk Counties. As a follow-up, NERC held an exploratory meeting of representatives from the Sole Supervisory District to determine the need for a union catalog of professional collections.

Indochinese Education Guides

A series of guides for administrators and classroom teachers, to help in making decisions and implementing programs for the education of Vietnamese and Cambodian refugees, are now available at NERC.

Administrators take note of these timely topics in media:

- sound filmstrip—*Dwindling Enrollment and School Closings;*
- film—*Board Action: A Learning Experience in School Board Decision-Making.*

NERC

NERC is located at 1196 Prospect Avenue, Westbury, in the BOCES County Center building. Telephone: (516) 997-8751,4. NY

NERC Summer Hours

June 28 through Sept. 3,
9:30 - 3:30, Mon. through Fri. **TF**

OVERVIEW *Continued from page 6*

worked in conjunction with Hofstra which is offering fellowships and traineeships in its undergraduate and graduate bilingual programs. Present recipient teachers and aides in the BOCES component districts number 150.

Curriculum Resources

The dearth of curricular and instructional materials resources also required rational attention, nationally and in the County.

As a regional agency, by definition, can guarantee a wider circulation and use of materials purchased, through the consolidation of grants from Title VII, ESEA II and NDEA III (Unigrant), and New York State Chapter 720, as well as foundation grants, and contributions from publishing companies and local funds, the Center has established a valuable unique collection of professional, instructional and curricular materials for bilingual educators, called Nassau BOCES Bilingual/Bicultural Resource and Training Center.

Because staff required for development of quality materials has always been beyond the means of most districts, the burden of curriculum development usually falls on classroom teachers. Almost invariably, this is a peripheral activity, and often done by teachers with a lack of curriculum development expertise. Consequently, much that is teacher-made stays within one classroom.

The BOCES Center, to date, has developed curricular materials in social studies, math and science in four languages: English, Spanish, Italian and Portuguese. By appraising the curricular needs of the larger area and developing materials commensurate with those needs, it ensures, in the process, both quality control and a wider usage. By staffing with those having curriculum development expertise, the Center works with teachers and provides the necessary guidance to enhance any teacher-made curriculum.

Pupil Personnel Services

Bilingual pupil personnel services are now available to children of limited-English-speaking abilities. A regional center is in a position, by harnessing the limited personnel available in this specialty and coordinating a program, to maximize the utilization of the few bilingual school psychologists and guidance counselors. Furthermore, services on a regional basis can transcend the traditional aspects and provide career education, health education, work experience and similar experiences usually beyond the scope of most bilingual programs.

Research and Evaluation

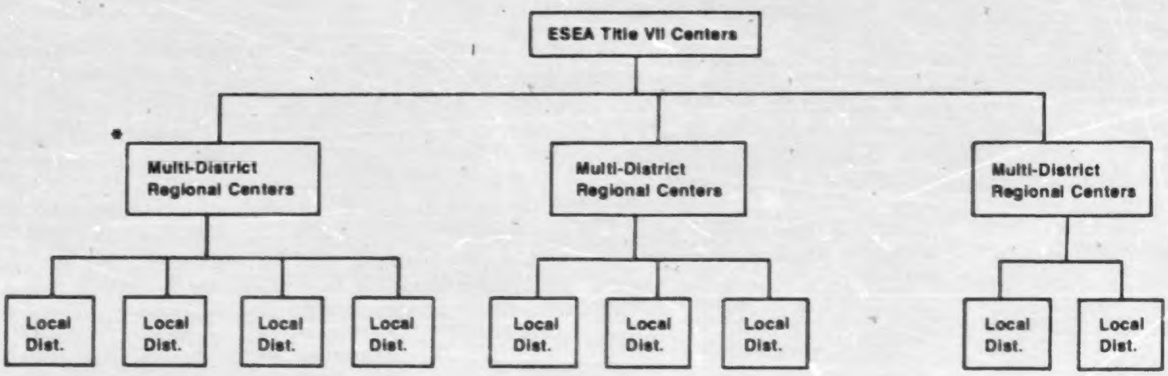
Little conclusive data currently exist to demonstrate programmatic achievement—and even less that could be used by program developers to improve upon existing bilingual pedagogy. Yet, all of the existing programs are fertile ground for methodologically sound evaluation and research studies beyond the means of most local school districts. The R&D Division of BOCES was in an excellent position to perform this research and evaluation function. Incorporating its many years of experience, a bilingual project based in this division can serve as the external evaluation agency while at the same time utilizing the data for the planning of its staff development and other program-related functions. In addition, it can engage in comparative studies to examine the differential effects on learning of a variety of bilingual program designs and techniques. It may also engage in serious research projects involving a larger and more representative pupil population that would make any subsequent results more applicable to limited-English-speaking students in general.

After a year-and-a-half of operation, the research and evaluation results benefit all concerned: the students, the local districts and the Nassau County region.

Title VII Centers

The Office of Bilingual Education in Washington has recognized the viability of the regional center concept and has instituted a national network of regional centers under the same funding. These centers, however, service regions that are much larger than that serviced by the BOCES R&D Bilingual Center. Whereas the BOCES Center services one county—Nassau—in one state, each national Title VII center services a multitude of states. Obvi-

Continued on page 63



**Nassau BOCES Bilingual/Bicultural Resource and Training Center*

ADMINISTRATORS *Continued from page 27*

Let us examine some of the many programs which are representative examples of this "changing nature of course offerings" (item 10) in foreign languages. Even a cursory glance at the titles of some of these course offerings will reinforce the point that the foreign language profession is moving into the broad scope of *Dimensions, Diversity, Dynamism,* and *Delight:*

Fine arts-foreign language interdisciplinary courses in Level IV French and Spanish. The chairman of the Art department offers a series of lecture-slide presentations, with a running commentary in the foreign language by the language teacher. (South Shore H.S., Brooklyn)

College credit for high school work. Students receive up to six college credits in high school courses in Spanish, French and Russian. (**Jericho H.S.**)

Independent study of French and Spanish, and less-selected languages, using peer teaching under the direction of the teacher. (Richmond Hill H.S., Queens)

Minicourses. Ten-week cultural minicourses are offered in Level IV Spanish classes, which are conducted in a research-oriented independent study program. These are "serious topics, not Mickey Mouse!" says the teacher, who reaches students in an inner city school. (Bennett H.S., Buffalo)

Correlated language-work experiences. WEB program (Work Experience for Bilingual Students) affording students the opportunity to use Spanish, French, or Italian at a nearby hospital, in practical, day-to-day, functional situations. (New Utrecht H.S., Brooklyn)

Interdisciplinary language-music courses. Opera-oriented foreign language courses in French, Spanish, Italian and Greek, in Level V. Operas are studied in class in conjunction with the Music department, culminating in a class trip. (Bryant H.S., Long Island City)

Language awareness programs for elementary school classes, taught by high school students. (N. Tonawanda H.S.)

Exciting junior high courses. Commercial Spanish, Medical Spanish, French Conversation through Films. (**Oceanside Jr. H.S.**)

Computer Achievement Monitoring (CAM) is used to develop 40 important language objectives for one year. (Roxboro Road Middle School, North Syracuse)

Spanish and French drama courses include the actual dramatization of plays for parent and community groups. (**Hicksville H.S.**)

Total immersion. French-speaking weekend camp programs. (Wolcott Central School, Wolcott)

Conversational language for all students, concentrating on pragmatic vocabulary presented in dialogue form. All work is based on functional topics; most students, even underachievers and those with low reading levels, are successful in this type of course. (Beach Channel H.S., Rockaway Park)

Culture capsule conversation course in grade nine in a multimedia approach. (**H.B. Mattlin Jr. H.S., Plainview**)

Exploratory language minicourses in conversation, on such topics as "Getting Around," "Daily Activities," "Recreational Activities," using tapes, and projectuals on the overhead projector. Small-group conversations are practiced. "Questions and answers are not merely memorized, but manipulated in a variety of ways," notes the teacher. (Truman H.S., Bronx)

Peer teaching. Five-component Spanish, French peer-teaching programs, involving conversation, drill, reading, writing, and lecture activities. (**Farmingdale H.S.**)

The reader will no doubt be interested in researching more details of the programs cited above and many others throughout New York State, and perhaps be motivated to examine some of the recent literature on foreign language curricular innovations.[7]

If the courses of study are changing, if the curriculum content is changing, if the student body in foreign languages is changing, what about teaching techniques? Today's foreign language classroom may astound the casual visitor, for today's foreign language teacher develops dynamism and diversity through a wealth of different techniques and instructional materials.

What is the place of languages in today's world of "Back to Basics" and tight money? The answer to this question is contained in all of the preceding, as well as in a statement by the Associate Commissioner for Higher Education:

"The Education Department therefore reaffirms its support for language courses for students interested in business careers, travel abroad, and international relations; courses that will broaden their understanding of literature and the arts; that will help to break down ethnic stereotypes so common in our country today. That our schools and colleges have already accepted this challenge is evident in the wide range of language programs currently available . . . ."[9]

NOTES

1. *Quotable Quotes* (New York: New York State Association of Foreign Language Teachers, 1974), p. 12, p. 15, p. 11.
2. National Commission on the Reform of Secondary Education, "Report to the Public and Profession," 1973, p. 63.
3. Ibid., pp. 173-4.
4. Neill, George, "The Reform of Intermediate and Secondary Education in California," *Phi Delta Kappan*, February, 1976, pp. 392-3.
5. Miyares, Enrique, "We Perform Wonders!" *Language Association Bulletin*, September, 1974, p. 22.
6. Lipton, Gladys and Mirsky, Jerome, "Foreign Language Education," *AASA Curriculum Handbook for School Executives*, 1973, p. 128.
7. Cabat, Robert, "Foreign Language and the Single Diploma," *High Points*, January, 1975, pp. 22-5; Grittner, Frank, "Foreign Languages and the Changing Curriculum," *NASSP Bulletin*, pp. 71-77, October, 1974; Loew, Helene, "An Overview of Some Foreign Language Offerings in N.Y. State," *Foreign Language Annals*, February, 1976, pp. 66-70; Warner, Pearl, "Free to Reach Out," *Perspective: A New Freedom*, Review of Foreign Language Education No. 7 1975, pp. 259-284; "Why Foreign Languages?" (filmstrip/cassette), New York State Association of Foreign Language Teachers.
8. *AATF National Bulletin*, January, 1976, pp. 9-10.
9. Lierheimer, Alvin P., Associate Commissioner for Higher Education, "Memorandum to Chief Executive Officers of Institutions of Post-Secondary Education in New York State and Superintendents of Schools and Secondary School Principals," No. 7, March 19, 1975.

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RECIPE

- Understanding FLES objectives by administration, teachers, and community
- Scheduling:
20 minutes daily, grades 2–4
30 minutes daily, grades 5–6
- Foreign language specialists available from colleges, with foreign language teachers specializing in elementary education
- Standardized curriculum for each grade level

Preparation
Start early—in second grade—when pupils are less self-conscious and verbalize freely. Once you begin, you must plan a continuous, sequential, 11-year program. Second graders who begin Spanish in 1975 must continue until 1986. Your needs and the availability of teachers determine the number of languages to be taught.

Procedure
Prepare the first two ingredients well ahead; then you can add the third, a foreign language specialist. Mix well. Gradually add the fourth ingredient, using audiolingual methods. Spice lessons with activities related to what is familiar to the child—school, home, and self. Lightly flavor lessons with English. Stir slowly and constantly to maintain proper consistency. After four years, pupils are verbal enough to add reading and writing, in that order. As ingredients are added, increase class time from 20 to 30 minutes daily.

Continued from page 31

terested in providing their students with a lifelong skill.

This recipe has been successfully tested in the Hicksville public school system. Its success is reflected in student enthusiasm and involvement in the program. This school year, for example, of a total student population of 9,150 (K-12), 6,281 are studying foreign languages. Often, when a student reaches high school, he or she will choose a different language, broadening even more his communications base. (Spanish, Italian, French, German and Latin are currently offered.) If you would like to develop such a program in your schools, if you select and prepare your ingredients with care, following instructions, the end products will be truly amazing.

For the first four years a pupil is continually exposed to one foreign language in ways that appeal to his taste, smell, and sight. Trips to museums, foreign movies, and various *barrios* are also part of the course.

The pupil is gradually exposed to the process of becoming literate in the language—speaking, reading, and writing, in that order. All classes are conducted in foreign language, and the use of English is minimal.

NOTES

1. Drs. Frances Ilg, W. F. Leopold and Wilder Penfield, "Childhood and Second Language Learning," *MLA*, New York: Modern Language Association of America, 1956.
2. Wilder Penfield and Lamar Roberts, *Speech and Brain-Mechanisms*, Princeton, New Jersey: Princeton University Press, 1959.
3. P. H. Mussen, J. J. Conger and J. Kagan, *Child Development and Personality*, 2nd ed. New York: Harper and Row, 1963.

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PREPARATION *Continued from page 38*

foreign language department, working as a team, have benefited, too.

Strength through Sharing

Imagine the force of a foreign language department in which members are dually prepared in their language or languages and in social studies, reading, music, art, science and/or English. Members of the team could share specific areas of knowledge, bringing new enthusiasm and spontaneity to all the foreign language classes. We foreign language teachers must admit that we are often weak in one or more of the cultural areas that pertain to our target country, or in the skill development areas with which we must become involved. My knowledge of and interest in art, for example, might be weak. How much richer would be the students' foreign language experience if a dually trained art teacher were working alongside me. I am reminded of a substitute once hired who had dual training in French and in art. Her lessons on art in France and on the French art available to us through local and nearby museums stimulated her students and other teachers in the department long after she had left.

Self-Preservation, Too

Of course, I have not yet touched on the most practical personal rationale for urging dual preparation and certification for foreign language teachers. That is self-preservation. With cuts being made in all schools and subject areas, foreign languages seem to fare worse than most academic areas. I won't even go into the plight of the poor FLES programs. A foreign language teacher seems to live, even in the best of times, with the ever-present fear of the loss of a program, and the resulting loss of a job. This fear is being realized more and more often today. The teacher with dual certification does not live under the same shadow.

Some Individual Stories

The young lady I referred to earlier who specialized in foreign languages and history, is now a very successful social studies teacher. A young man who entered the school system at the same time she did is in real danger of losing his job. His only preparation was in foreign languages and that area is again suffering cuts. The substitute with the dual licenses gets fewer jobs in foreign language classes since there are fewer of these classes, but makes up for the time by substituting in art classes.

The practicality of the idea of dual certification is so obvious, that one wonders why it was never encouraged before. For the foreign language teacher it is probably a necessity for personal survival. The beauty of this idea is that dual certification is attainable by all foreign language teachers. College students can add the requirements for the second license to those courses already chosen. The veteran foreign language teacher can continue with his teaching job and take courses leading to a second certification at the same time. Usually there are not too many courses needed, since the basic education requirements have already been fulfilled.

Argument for Action

I would urge all teachers to write to the State Education Department to learn what courses would be required for a second certification in one's interest area. It is a most refreshing experience. Often the school in which one is working gives credit for the new courses leading to advanced increments.

You become a better teacher, save your job, have a rewarding experience, and increase your pay all at once. What can be better? All it takes is the power to overcome the inertia caused by doing the same thing for many years and feeling secure in it. The threat of the loss of a job and the delight of improving the effectiveness of what you are teaching should be catalysts enough. **TF**

GIFTED *Continued from page 34*

desire to study, however, he should have access to programmed materials which the students can follow with a minimum of instruction. In such a case, the students become truly independent of him as instructor, and report to him merely to relay information on their progress, alone or with partners.

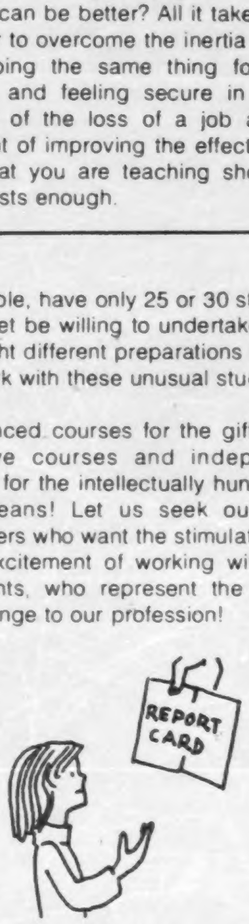
Community Aides Important

Interested native speakers, preferably well-educated people living in the community or county, must be contacted by the coordinator and arrangements must be made for these people to interview periodically the students who are studying their language. The interviews should be oral (guidelines can be drawn up by the coordinator) and should serve to develop listening and speaking skills which the student has already begun to acquire through the programmed materials. Without the availability of commercially prepared materials and without the funds necessary for a modest compensation for native "tutors," the study of a language or languages with which the coordinator is unfamiliar must, of course, be discouraged, since any sort of quality control becomes entirely impossible.

Coordinator's Student Load

Lastly, it cannot be stressed strongly enough that the number of students assigned to an independent study coordinator under such a plan should in no way be equated with the number of students that he might have in five "regular" classes, with perhaps three daily preparations. In an independent study situation, working only with gifted and demanding young minds, the coordinator is called upon to "perform" academically more than in any other classroom situation. He may, for example, have only 25 or 30 students, and yet be willing to undertake seven or eight different preparations in order to work with these unusual students.

Advanced courses for the gifted? Intensive courses and independent study for the intellectually hungry? By all means! Let us seek out those teachers who want the stimulation and the excitement of working with such students, who represent the newest challenge to our profession! **TF**



READING *Continued from page 39*

more coherency it has, and the more likely that the core of meaning will be readily understood and recalled.

Introduction of vocabulary should include multiple uses for each word; learning one meaning often masks the learning of subsequent uses.[4] Therefore, giving alternate meanings from the outset allows for expansibility and a mind-set for flexibility.

Structure Words vs. Content Words

Unfortunately, the English-speaking student, accustomed to making a few words carry major burdens of multiple meanings, may be overwhelmed by more varied foreign vocabularies. In English, a formula has been worked out to show that the frequency of a word has a relation to the number of ways it can be used. (The number of meanings of a word, except for perhaps a dozen of the most frequent ones, tends to be equal to the square root of its relative frequency.)[5]

The prime frequency words in English, which include *the*, *and*, *a*, *to*, *of*, and *in* among the top six, have not differed in almost 50 years of observation, though frequency counts have been taken from all types of reading materials. The 110 most frequent words account for over 50 percent of frequency use and are mainly structure words.

Structure words, used more frequently than content words, express relational concepts. In English, they appear as prepositions, connectives, and pronouns, also as adverbs and adjectives. They tell "where" and "how much."[6]

A stumbling block occurs in translation when the other languages express these concepts with affixes instead of separate words. Establishing fluency, however, with syntactic (sentence patterns) regularity, can be expedited because the number of prepositions and connectives frequently employed is obviously limited. An efficient, logical approach to reading as well as to generating sentences in another language, would be to master patterns that include the structural concepts of causality, chronological order, contrast, etc.

Content words, on the other hand, are unlimited in number: all the nouns and verbs.

Context Clues Give Content Meanings

If we can bring ourselves to accept the useful habit of accepting content words through context, allowing the sentence, paragraph, situation, to clarify meaning, we can provide for lifetime language growth, coming closer to intuitive accuracy with experience (and occasional dictionary orientation).

Ten clues for relying on context in this way useful for English as well as other languages, are given by Thomas and Robinson.[7] When as many as 50 percent of content words in a novel might be used only once, looking up every new word would hardly be worthwhile.[8]

As for syntactic structures, English speakers commonly use only a few sentence structures, mainly a brief subject-verb order. However, the major syntactic problem in comprehension in reading, for native English speakers and for translators, is the ambiguity arising from deletions in the surface structure.[9]

English Is Ambiguous

For example, we say, "This is a problem for foreign language teachers," rather than "This is a problem for teachers of foreign language." We have deleted *of* from the surface structure, and have combined:

1. "This is a problem."
2. "These are teachers."
3. "These teachers teach a foreign language."
4. "This is a problem connected with the teaching."

Each item represents the deep meaning which is expressed in the surface, "This is a problem for foreign-language teachers." The surface structure, "This is a problem for foreign language-teachers," would mean something else.

An example of another ambiguous statement which requires additions and redundancy when translated from English to certain other languages is "I think you're right." Among the changes required will be a connective *that* and decisions will have to be made as to whether a relative pronoun is needed—*that*, or *who*.

Since English takes the "deletion" route of least effort, the teacher of a foreign language, aware of these structural phenomena, forewarns students of the need to augment English syntax with appropriate additions, some of which would be considered redundant in English.

Furthermore, unfamiliar structures, which are rarely used in English but are taught, as theory, would not be perceived as worthy of notice until encountered by the student in foreign language study.

"Deep" Meaning Rarely Matches "Surface" Structure

Teachers of bilingual students will be aware of the special need to differentiate between "deep" or inner meaning, and "surface" or outer expression. Helping the student to recognize the universality of "deep" meaning in eye contact, gesture, and body language also gives validity to the concept that "surface" expression can take a myriad of acceptable forms

"Surface" structure is adaptable, changeable, mutable to time, place, custom, and society. Comprehension will vary dynamically as an interchange between reader-author, speaker-listener, cognitively as well as affectively.

Surface Structure Is Patterned

Comprehension can be expedited by recognizing the patterns of surface structure. Previewing, for example, alerts the reader to what is coming and, these techniques, among others, yield the dual dividend of recognition: "There *it* is, and *that's how* it fits into the idea." Instead of repeating a statement at once, allowing an interval of other sentences before repetition, has the dual effect of creating familiarity and enhancing association.[10]

A comprehension technique that is simple and powerful in reading any material, is to apply the following three questions to a passage or chapter:

1. What is the subject of it?
   e.g., *mountains*
2. What does it say about the subject?
   e.g., *Mountains affect rainfall.*
3. How does it support that idea?
   e.g., find the relationship of coordinate or subordinate details by underlining the structure words: *and, but, after, when, because.* etc.

> Sometimes the most important word could be *but* or *thus*.

As Carroll notes, the general meaning comes first, then grammatical analysis, then understanding of key words.[11]

> THEN, add a fourth step:
>
> Gather the meaning of the relationship of the ideas into a unitary understanding. What does it actually say (cognitively), and what does the reader think about it when reacting to it, absorbing or denying its validity (affectively)!

SUMMARY

Foreign language teachers need consider two areas of reading theory: (1) general reading theory that applies to all languages, and (2) specific linguistic characteristics of a language.

General Reading Theory

In modern psychological terms, reading is a complex dynamic process during which the individual chooses "meanings" during an intricate associational perception of symbols which touches upon his own background, his own intentions, the author's intentions, tone, viewpoint, etc. This is opposed to previous concepts of reading as a fixed "product" stopped in time, with a "correct" response to any given stimulus.

Implications for Teaching

Implications of teaching reading as a dynamic process affect the teaching of foreign languages in a number of ways:

a. Multiple meanings of words should be taught in context. Every time a content word is found, it may have a slightly different use.[12]

b. Meanings of words should be given by synonyms rather than by definitions.

c. Structure words (prepositions, connectives, adverbs, pronouns, and adjectives) may be more important than content words (nouns and verbs). A relational word like *but* might be the most important word, for example, in a chapter. Other examples:

   Time: *first, second, then,* etc.
   Cause: *therefore, because, although, so,* etc.
   Comparison: *while, like,* etc.
   Contrast: *on the contrary, but,* etc.

d. Sentences that have more deletions (one or two words may represent whole clauses which have been reduced in "inner thinking") are difficult to read and interpret.

e. Preparations for reading that orient the student in the subject, inspire prediction, and acquaint the reader with reasons and purpose, lead to more efficient interpretation. Knowing the topic in advance enables the reader to choose more appropriately from the multiple meanings of words as they come up. This speeds up reading and prevents unnecessary regressions.

f. Although speaking generally has priority in learning a language, followed by listening, reading, and writing, all modes should be employed. Some students may need the triple reinforcement of kinesthetic-writing-seeing-saying for review, as well as study.

g. Repetition intervals can be strategically employed. A sentence which is repeated immediately may not be remembered as readily as one which is repeated after some other sentences have intervened. This delayed repetition factor takes advantage of "readiness" and "recognition" produced by prior presentation.

NOTES

1. Glenn Barker and Helen Sochus, *The Importance of Fixed Expressions in Oral Spontaneity*, Ottowa, Ontario, Public Service Commission of Canada, 1975 (ERIC Microfiche ED. 101-376).
2. Margaret Hubbard Jones, "Some Thoughts on Perceptual Units in Language Processing," in Kenneth Goodman, ed., *The Psycholinguistic Nature of the Reading Process*, Detroit, Michigan: Wayne State University, 1968, pp. 43–57.
3. R. E. Johnson, "Meaning in Complex Learning," *Review of Educational Research*, 45:3 (Summer, 1975), pp. 425–459.
4. Kenneth L. Pike, *Language in Relation to a Unified Theory of the Structure of Human Behavior*, The Hague: Mouton & Co., 1967.
5. George K. Zipf, "The Meaning-Frequency Relationship of Words," *Journal of General Psychology*, 33 (1945), pp. 251–56.
6. James A. Dinnan, "A Comparison of Thorndike/Lorge and Carroll Prime Frequency Word Lists," *Reading Improvement*, 12:1 (Spring, 1975), pp. 44–46.
7. Ellen Lamar Thomas and H. Alan Robinson, *Improving Reading in Every Class*, Boston: Allyn and Bacon, 1972.
8. John B. Carroll, "Psycholinguistics and the Elementary Language Arts" in James Walden, ed., *Oral Language and Reading*, Champaign, Illinois: NCTE, 1969, pp. 1–13.
9. John Dawkins, *Syntax and Readability*, Newark, Delaware: International Reading Association, 1975.
10. Ernst Z. Rothkopf and Paul E. Johnson, eds., *Verbal Learning Research and the Technology of Written Instruction*, New York: Teachers College Press, Columbia University, 1971, pp. 284–306.
11. John B. Carroll, "The Nature of the Reading Process" in Harry Singer and Robert B. Ruddell, eds., *Theoretical Models and Processes of Reading*, Newark, Delaware: International Reading Association, 1970; pp. 292–303.
12. Thomas and Robinson, *Improving Reading in Every Class.*

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NASSAU BOCES DIVISION OF RESEARCH AND DEVELOPMENT
BILINGUA CULTURAL
RESOURCE AND TRAINING CENTER

OVERVIEW *Continued from page 58*

ously, the magnitude and scope of a center servicing a particular region differs significantly from the magnitude and scope of a center servicing a multi-state region. Despite the similar names, the two types of regional centers ought not be confused and neither should their individual functions.

The BOCES-type center can be most effective in providing staff development, pupil personnel services, program evaluation, research, and a library and media resource center. These services need the type of operation that can reach out and involve the client population. The geographic area and the numbers to be served should be of manageable proportion.

The Title VII-type centers can be a most effective clearinghouse of helpful information and materials. Their role in curriculum development can also be most effective, particularly in servicing those language groups that are not as popular or as centralized as the Hispanic and Italian groups now are.

We have identified three organizational levels: the local district, the multi-district regional operation, and the multi-state regional operation. A harmonious relationship between all three levels will undoubtedly provide essential services that will facilitate and hasten the acquisition of quality bilingual education programs. **TF**

SED *Continued from page 54*

By virtue of its flexibility in affording students choices in developing skills according to their aptitudes and interests, the new modern foreign language curriculum will be ideally suited for infusion into the career education concept. From the outset, it will contribute to a student's self-awareness by assigning to him part of the responsibility for assessing his strengths and weaknesses. Accentuation of his strengths will help develop a positive self-image. The importance of decision-making is a clearly defined aspect of the process.

Beyond the awareness component of career-oriented education, the new program will make a significant contribution to the actual preparation phase as well. I have pointed out elsewhere[1] that different careers demand different levels of competence in different skill areas. Future stenographers, for example, may be expected to need a higher degree of proficiency in listening and writing than future engineers, whose work would possibly indicate a greater application of the reading skill. Future social workers, on the other hand, might have to be highly competent in the oral communication (listening and speaking) skills, and so on. The new modern foreign language syllabus provides students with the options necessary to meet these diversified needs.

Nearly two decades ago, New York State led the way to change with its modern foreign language curriculum. Once again, the State is accepting the challenge of putting into action that which has become the subject of much recent discussion. In doing so, it puts to rest three previously sacrosanct notions: that foreign language learning is reserved for the intellectual elite, that all students who engage in foreign language study are equally interested in and have the ability for developing all four language skills to a level of competence that will meet their lifelong needs, and lastly, and perhaps most importantly, that students should be molded to fit a narrowly defined curriculum.

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[1] "The Role of Foreign Language Teachers in Career Education," *Language Association Bulletin*, XXVII, No. 1 (September 1975), 11–13.

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Continued from page 41

ENGLISH AS A SECOND LANGUAGE INDIVIDUAL PROGRESS CHART

NAME __________ BIRTHDATE __________

ARRIVAL IN U.S.A. __________ IN LYNBROOK SCHOOLS __________

LEVEL I: BEGAN STUDYING ENGLISH __________

LEVEL II ______ th MONTH LEVEL III ______ th MONTH LEVEL IV ______ th MONTH

DATE ______ DATE ______ DATE ______

	comprehends and follows oral questions and directions	understands and uses numbers, identifies pictures	comprehends two short stories and answers questions	TOTAL
POSSIBLE	150	100	100	350
EARNED				
%-ile				

oral responses to oral questions, giving information	writing by dictation: letters, numbers, and words	phonics, oral reading, word meanings, comprehension	TOTAL
100	100	250	450

oral descriptions, retelling a story	context, opposites, dictation of sentences	reading silently and orally, grammar	TOTAL	
100	100	250	450	

LEVEL V

TEACHER EVALUATIONS
RESULTS OF STANDARDIZED TESTS:

SUMMARY

Level I

The student speaks no English.

Level II

A. The student answers ten oral questions.
B. The student follows oral directions.
C. He recites, reads and writes numbers to ten.
D. He identifies 80 pictures, giving a single word for each.
E. He listens to two short stories and answers questions about them correctly.

Level III

A. *Oral section*. The student answers questions fully, giving information on subjects such as the days of the week, months, time, food, clothing, parts of the body, money.
B. *Writing*. The student is able to write on dictation the letters of the alphabet, the numbers to one hundred, his name, address, school, the date, and ten simple spelling words.
C. *Reading*. The student writes the beginning letters of ten words and the beginning two letters of fifteen others. The student reads short sentences orally. He looks at pictures and underlines one of three words, to check word meaning and spelling skills. He reads silently five short paragraphs and selects one of three sentences which expresses the main idea of the selection.

Level IV

A. *Oral section*. The student describes fully ten pictures. He listens to a story and is able to retell the main ideas.
B. *Writing*. The student reads sentences and fills in the words to complete the sentence. He writes the antonyms for ten words. He writes a short paragraph by dictation.
C. *Reading*. The student reads several short paragraphs orally, each advancing in difficulty. He answers questions after each. The student reads silently for meaning, and answers questions on details and main idea of each selection.
D. *Grammar*. The student fills in blanks in sentences with the correct form of the verb, or a preposition, word phrase, or contraction.

Level V

The student's English proficiency is approaching grade level. Standardized tests and teachers' evaluations will be used to determine his placement in regular classes. **TF**

ARTICULATION *Continued from page 37*

lege of Arts and Sciences. These courses are developed jointly, in workshop sessions by the two institutions, and taught in high school by Malverne faculty. This year, one French course is offered, "Le XX-e siécle, La Condition Humaine," which covers a general review of French literature in the 20th century, and an intensive reading of selected writers. The textbook is the same one used in a similar course at Adelphi. Two exams every ten weeks and a term paper are required of each student per semester. Marking is done by the high school teacher.

The course is offered only to qualified students who have successfully passed the Regents exam and who are interested in benefiting from these courses and earning college credits. Successful completion of the course gives the student three college credits per semester, which may be applied for transfer credits to the college of the student's choice. Students are advised to contact their respective colleges for verification.

The faculty is made up of qualified high school teachers, acceptable to the University. Since the high school faculty member is granted the title of adjunct-lecturer for the duration of the course, these teachers **must** hold at least a master's degree. The experiment is received well by the student body at large. There are, of course, advantages, objections and administrative considerations to be weighed.

Advantages

- Students are given challenging material and avoid repetition of subject matter
- They remain with their peers in a familiar environment
- Student leadership is not removed from the high school
- Students can become adjusted to the pace of college work
- They may be able to make better choices of colleges and programs of study
- They can make savings in time, by achieving up to one year of college credit while still in high school
- The high school continues to receive regular state support for each student still enrolled in high school

Objections

- Lack of positive assurance that other colleges will accept credits
- Concern about the ethics of spending public funds toward private collegiate programs
- Union sensitivity: college teachers may replace high school teachers and vice versa
- The high school teacher inferiority complex

Administrators ought to:

- Know the basic concepts of each of the academic programs
- Assure careful planning
- Bring the faculties of the two institutions together
- Keep academic considerations separate from financial ones
- Possibly have a written contract.

TF

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NOTE *Continued from inside cover*

The many districts in Nassau BOCES project were the fountainhead of the section on bilingual education, and recent innovations have not been lost upon the project staff. When the Foreign Language Curriculum Advisory Council was formed, supervisors and teachers alike eagerly suggested topics, out-of-county writers, etc. While the publishers of materials are certainly not as numerous as those queried for previous issues, their responses indicate that same kind of concern about doing a job well. In fact, some have asked *us* when we will be analyzing Nassau County practices in curriculum areas of interest to *them*. We await our readers' comments.

JACK TANZMAN, DIRECTOR

TF

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Bilingual Instruction

STATE POLICY

Following are excerpts from Position Paper No. 16 by the Regents of the University of the State of New York.

INTRODUCTION

A fundamental tenet of bilingual education is that a person living in a society whose language and culture differ from his own must be equipped to participate meaningfully in the mainstream of that society. It should not be necessary for him to sacrifice his rich native language and culture to achieve such participation. Rather, we should utilize available language skills and thought processes to foster intellectual development while developing English language proficiency. The purpose of this position paper is to direct concerted and effective action toward achieving this end.

GOALS

Primary

The primary goal of the Regents in their bilingual education program is to provide equal educational opportunity for non-English-speaking children through activities capitalizing on their proficiency in their native language and developing competence in English. The program affirms the importance of English and at the same time recognizes that the native language and culture of a child can play a major role in his education. There is no experiential substitute for the successful learning experiences gained by non-English-speaking children who are permitted and encouraged to learn in their dominant language.

Complementary

Two complementary goals are inherent:

One: A vitally needed national resource, the bilingual adult, will be developed. Some of these bilingual Americans will have English as a first language; others, as a second language.

Two: The total learning community—pupils, lay persons, teachers, administrators—will profit from the contribution of bilingual education to promotion of better understanding among people. An effective bilingual-bicultural program highlights and builds upon the rich heritage of local ethnic cultures.

FEDERAL LAW

Pub. Law 93-380 TITLE VII

Following is an excerpt from the 1974 Act of Congress which established the foundation for present bilingual/bicultural programs.

"DEFINITIONS; REGULATIONS

"Sec. 703. (a) The following definitions shall apply to the terms used in this title:

"(1) The term 'limited English-speaking ability', when used with reference to an individual, means—

> "(A) individuals who were not born in the United States or whose native language is a language other than English, and
>
> "(B) individuals who come from environments where a language other than English is dominant, as further defined by the Commissioner by regulations;

and, by reason thereof, have difficulty speaking and understanding instruction in the English language.

"(2) The term 'native language', when used with reference to an individual of limited English-speaking ability, means the language normally used by such individuals, or in the case of a child, the language normally used by the parents of the child.

"(3) The term 'low-income' when used with respect to a family means an annual income for such a family which does not exceed the low annual income determined pursuant to section 103 of title I of the Elementary and Secondary Education Act of 1965.

"(4) (A) The term 'program of bilingual education' means a program of instruction, designed for children of limited English-speaking ability in elementary or secondary schools, in which, with respect to the years of study to which such program is applicable—

> "(i) there is instruction given in, and study of, English and, to the extent necessary to allow a child to progress effectively through the educational system, the native language of the children of limited English-speaking ability, and such instruction is given with appreciation for the cultural heritage of such children, and, with respect to elementary school instruction, such instruction shall, to the extent necessary, be in all courses or subjects of study which will allow a child to progress effectively through the educational system; and
>
> "(ii) the requirements in subparagraphs (B) through (E) of this paragraph and established pursuant to subsection (b) of this section are met.

"(B) A program of bilingual education may make provision for the voluntary enrollment to a limited degree therein, on a regular basis, of children whose language is English, in order that they may acquire an understanding of the cultural heritage of the children of limited English-speaking ability for whom the particular program of bilingual education is designed. In determining eligibility to participate in such programs, priority shall be given to the children whose language is other than English. In no event shall the program be designed for the purpose of teaching a foreign language to English-speaking children.

"(C) In such courses or subjects of study as art, music, and physical education, a program of bilingual education shall make provision for the participation of children of limited English-speaking ability in regular classes.

"(D) Children enrolled in a program of bilingual education shall, if graded classes are used, be placed, to the extent practicable, in classes with children of approximately the same age and level of educational attainment, as determined after measuring such attainment through the use of all necessary languages. If children of significantly varying ages or levels of educational attainment are placed in the same class, the program of bilingual education shall seek to ensure that each child is provided with instruction which is appropriate for his or her level of educational attainment." [*1976*]